

**E.O.C High School
2022-2023
Handbook**



EOC Charter High School Student Handbook

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School Mission Statement

At EOC Charter High School we welcome students to a safe, caring and supportive environment; we provide a relevant, high-quality education and prepare our diverse at-risk student body for future endeavors.

Goals of the School

It is the philosophy of the Educational Opportunity Center that the planning, implementation, and evaluation are extremely critical to success. In support of the philosophy and mission of the Educational Opportunity Center, the following goals have been developed.

1. Each student will be provided an assessment to assess math and reading levels. The assessments will partially serve as a basis for placement into core classes.
2. Staff will develop a positive connection with students.
3. Researched elements of effective instruction are enforced to ensure students benefit from the most efficient instructional strategies and methods. The 3 strategies most implemented are:
 - Gradual Release of Responsibility through Direct Instruction
 - Cooperative Learning Practices
 - Guided-Inquiry Learning
4. A safe supporting environment that allows for the personal development of each student will be provided.

Statement of Parents Right to Know:

We are pleased to notify you that in accordance with the Elementary and Secondary Education Act (ESEA), you have the right to request information regarding the professional qualifications of your child's teacher. Specifically, you may request the following:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or substitute status.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like to receive this information, please notify the school at 928-329-0990. Should you have any questions, feel free to contact Mr. Grossenburg at 928-329-0990 and he will be happy to assist you.

Sincerely,

Sincerely,



Brian Grossenburg
Principal

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Staff and Levels of Support

EOC School Board

Steve Miller Antonio Zuniga Judith Castro Jesus Figueroa Blanca Garza

Yuma Private Industry Council, Inc. Administration

Nidia Herrera
Executive Director

Patrick Goetz
Superintendent

Charter Holder

Patrick Goetz

Alicia Huizar

EOC Staff

Brain Grossenburg
Principal

Paula Ramirez
Academic Advisor

Amber Cygan
Registrar
Homeless/Dropout Liaison

Obdulia “Duly” Gamez
Lunch Program Coordinator

Teachers

Juan Lerma
Math Teacher

Evonne Estes
Resource
Teacher

William Rhodes
History Teacher

Prabha Nair
English Teacher

Patricia Rush
Science Teacher

Para educators

Obdulia “Duly” Gamez

Virginia Villaneda

Partnering Agencies

Southwest Technical Education District of Yuma

Yuma County Health Department

Yuma County Intergovernmental Public Transportation Authority

YUHSD#70

MLK Youth Career Center & Arizona@Work

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School & Academic Information

School Admission

The Educational Opportunity Center Charter High School enrolls students between the ages of 16 and 21, who are Yuma County residents.

Enrollment

Parents may download enrollment forms online at <http://chs.ypic.com/enrollment> or acquire enrollment forms at the following locations:

Yuma Private Industry Council
3834 West 16th Street, Yuma, Arizona 85364
928-329-0990

EOC Charter High School
3810 West 16th Street, Yuma, Arizona 85364
928-329-0990 ext. 130

Martin Luther King Center
300 South 13th Avenue, Yuma, Arizona 85364
928-783-9347

Please bring the required documentation listed below to the school campus along with other required documentation.

Enrollment needs to be finalized in person at the school.

The following information will be used to enroll your student:

- Enrollment requires fulfillment of one the following options:
 1. A certified copy of the pupil's birth certificate;
 2. Other reliable proof of the pupil's identity and age, including baptismal certificate, an application for a social security number or original school registration records and an affidavit explaining the inability to provide a copy of the birth certificate. (A.R.S. §15-828).
 3. A letter from the authorized representative of an agency having custody of the pupil pursuant to title 8, chapter 2 certifying that the pupil has been placed in the custody of the agency as prescribed by law.

- Proof of residency (see Arizona Department of Education Arizona Residency Documentation or Affidavit of Shared Residence Forms)
- Guardianship/Custody documentation (if applicable)

The school will not deny enrollment if the school does not have the following documents, but attendance may be delayed:

- Current immunization records
- Withdraw Form (If previously enrolled in an Arizona school)

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Course Credit & Graduation Plan

Students are required to achieve **22 academic credits** to become eligible for graduation.

The State Board is responsible for setting statewide minimum requirements for graduation from high school, which can be found in Arizona Administrative Code R7-2-302. Districts and charter schools may, at their discretion, establish graduation credit requirements for their students in addition to the statewide requirements. More information about high school graduation and transfer of high school credits can be found at <http://www.azed.gov/adeinfo/hsgrad>.

Subjects	EOC Charter High School Graduation Requirements	Arizona State Board of Education Graduation Requirements	Arizona University Admission Requirements*
English or ESL	4 credits	4 credits	4 Credits
Math**	4 credits	4 credits	4 credits (starting with Algebra 1-1 or higher; one course with Algebra 3-4 as a prerequisite)
Lab Science	3 credits	3 credits	
PE/Health Education	Optional courses as part of elective courses	Optional courses as part of elective courses	
Social Studies	3 credits (World History, US/AZ History, Economics, and Government)	3 credits (World History, US/AZ History, Economics, and Government)	2 credits (including 1 credit US History)
CTE or Fine Arts	1 credit	1 credit	1 credit (same course)
World Languages	Not Required	Not Required	2 credits (same language)
Other Electives	7 credits	7 credits	
Civics Exam	Passing score	Passing score	
Education Career Action Plan	Required	Required	
CPR	Required	Required	
College Entrance Exam			ACT or SAT

*Minimum GPA, class rank, or college entrance scores also required for admission. Some majors have additional admission requirements. For out of state or private universities, check with the university for specific admission requirements.

** Math (1) Three credits containing course content in preparation for proficiency at the high school level on the statewide assessment and aligned to the Arizona Mathematics Standards for Algebra I, Geometry, and Algebra II. These three credits shall be taken beginning with the ninth grade unless a student meets these requirements prior to the ninth grade. (2) The requirement for the third credit covering Algebra II, may be met by, but is not limited to the following: a math course comparable to Algebra II course content; computer science, career and technical education and vocational education, economics, science and arts courses as determined by the local school district governing board or charter school. (3) The mathematics requirements may be modified for students using a Personal Curriculum.

Competency Based Credits

The Educational Opportunity Center provides various opportunities for students to gain additional academic credits based on displaying competency of skills. As directed under the guidance of R7-2-302.01.5.c, the school board has approved the following competency based activities.

Education & Career Action Plans (ECAP)

On February 25, 2008 the Arizona State Board of Education approved Education and Career Action Plans for all Arizona students grades 9-12 ([R7-2-302.05](#)). An ECAP reflects a student's current plan of coursework, career aspirations, and extended learning opportunities in order to develop the student's individual academic and career goals. Each student enrolled in a high school course of study for the obtainment of a high school diploma must complete an ECAP. Any student that does not satisfactorily complete an ECAP will not be issued a diploma. The Educational Opportunity Center School Board allows .25 elective credits for 30 hours of career related activities. See the school's academic advisor for complete details.

Independent Learning Lab:

Students may also complete independent curriculum through the Independent Learning Lab. Computer based programs allow students to gain academic credit of various courses. See the counselor to enroll in one of the academic courses offered in the Independent Learning Lab.

*** Upon request of the student, the school shall provide the opportunity to demonstrate competency in a subject area if competency cannot be shown through any of the above resources.**

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22/23 School Schedule:

Monday through Thursday Schedule

Activity	Time
<i>Breakfast</i>	7:45 – 8:10
Period 1	8:15 – 9:40
Period 2	9:47 – 11:17
<i>Lunch</i>	11:17 – 11:42
Period 3	11:42 – 1:07
Period 4	1:14 – 2:50

****Mandatory tutoring assigned by teachers**

Friday Schedule

Activity	Time
<i>Breakfast</i>	7:30 – 8:10
Period 1	8:15-9:15
Period 2	9:21- 10:21
Period 3	10:27 – 11:27
Period 4	11:33 – 12:33
<i>Lunch</i>	12:33

Due to the service structure of the public transportation system (YCAT), the school may need to adjust the daily school schedule to allow for changes that occur within the public transportation system (YCAT).

Achieving Good Attendance:

Good attendance leads to earning credits and graduation whereas poor attendance leads to falling behind in school and getting discouraged. If you are a parent, please ensure that your child attends school every day and arrives on time. If you are a student decide that achieving a high school diploma is extremely important and therefore must become a priority in which you must dedicate a large part of everyday to.

Here are a few practices to help support regular attendance.

- 1) Set a realistic goal with a calendar to mark goal dates. Make a commitment to not miss school or be late for 10 days. Then re-establish the goal for another 10 days.
- 2) Decide what to wear and get backpacks ready the night before.
- 3) Go to school unless truly sick. We recommend sending the student to school if a fever is below 99.5 degrees. The school has the option to send the student home. When the school sends a student home for an illness, the absence is not counted against the student.
- 4) If school has you stressed and you feel like giving up, talk to the teachers, counselors for advice on how to lessen the anxiety of coming to school.
- 5) If transportation is a typical issue, try to develop backup plans for getting to school. Call on a family member, neighbor, friend or another parent to take your child to school. Notify the school at 329-0990 ext. 4001 as soon as a transportation emergency arises. If you cannot speak to a school staff personally, leave a message.
- 6) If child care is interfering with school attendance, speak with the school principal. Please call 928-329-0990 ext. 4001.
- 7) If student employment interferes with attendance speak with employer to lengthen the number of hours on the weekends and shorten the hours during the week. Try to establish a work schedule where the latest the student works on a week night is 11:00 p.m.. If something cannot be arranged with the employer establish a meeting with the Academic Advisor or Principal by calling 329-0990 ext. 4001.
- 8) If you are spending time with friends, participating in non-organized recreation, or staying awake when most students are asleep, try to establish a bedtime not past 11:00 p.m. Schedule most of your intense recreation for Friday and Saturday nights.

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Arizona's Laws and Guidelines Regarding Absences:

1. 15-901. The Department of Education defines an excused absence as being an absence due to illness, doctor appointment, bereavement, family emergencies and out-of-school suspensions. Absences due to out-of-school suspension shall be reported as unexcused when the total number of absences for all reasons exceed 10% of the instructional days for the school year. The Department of Education delegates the decision of family vacations as an excused absence to individual school districts and charter holders.
2. Pursuant to A.R.S. §15-806, "the governing board of each school district shall adopt a policy governing the excuse of students for religious purposes. The policy may permit a student to be excused from school attendance for religious purposes, including participation in religious exercises or religious instruction. If the policy permits a student to be excused for religious purposes, the policy shall stipulate the conditions under which the excuse will be granted." Pursuant to A.R.S. §15-806(1) and (2) these conditions will include at least a written consent from the person who has legal custody of the student and the religious instruction or exercises must take place at a suitable place away from school property. Pursuant to Op.Atty.Gen. No. R76-292, the total number of days of excused absences for religious purposes shall be reasonable and not abused.
3. 15-803. School attendance; exemptions; definitions. B. A child who is habitually truant or who has excessive absences may be adjudicated an incorrigible child as defined in section 8-201. Absences may be considered excessive when the number of absent days exceeds ten per cent of the number of required attendance days prescribed in section 15-802, subsection B, paragraph 1.
4. 15-841. Responsibilities of pupils; expulsion; alternative education programs; community service; placement review committee. B. A pupil may be expelled for excessive absenteeism only if the pupil has reached the age or completed the grade after which school attendance is not required as prescribed in section 15-802.
5. 15-843. Pupil disciplinary proceedings. B. The governing board of any school district, in consultation with the teachers and parents of the school district, shall prescribe rules for the discipline, suspension and expulsion of pupils. The rules shall be consistent with the constitutional rights of pupils and shall include at least the following: 1. Penalties for excessive pupil absenteeism pursuant to section 15-803, including failure in a subject, failure to pass a grade, suspension or expulsion. C. Penalties adopted pursuant to subsection B, paragraph 1 of this section for excessive absenteeism shall not be applied to pupils who have completed the course requirements and whose absence from school is due solely to illness, disease or accident as certified by a person who is licensed pursuant to title 32, chapter 7, 13, 15 or 17.
6. Under A.R.S. § 15-901(A)(6)(d), if the student is enrolled in four subjects, and the student attends the three hours for which he is scheduled on a given day, then no absences need be reported to the Department. However, if the school calculates attendance under the exception in A.R.S. § 15-901(A)(6)(e), the school would report one-fourth of a day's absence for each day on which the student only attended school for three hours.⁽¹⁾ A student must attend class for at least one hour for each of the four scheduled classes.
7. In order for absences relating to illness, doctor appointment, bereavement, family emergencies, or district approved family vacation to be counted as excused absences, the school must be notified of the absence prior to the absence or when the absence occurs by the parent or legal guardian who has custody of the student. The school will document on paper or paperless format the date and reason for the absence. The documented record shall be maintained for not more than four (4) years. If an absence occurs relating to any other term or condition that is not specifically designated herein, the absence shall be counted as unexcused. Students absent for ten (10) consecutive school days, except for excused absences identified herein, shall be withdrawn from the school, pursuant to A.R.S. §15-901 (A)(2).
8. 15-806(A). The governing board of each school district and the governing body of each charter school shall adopt a policy governing the excuse of pupils for religious purposes. The policy may permit a pupil to be excused from school attendance for religious purposes, including participation in religious exercises or religious instruction. If the policy permits a pupil to be excused for religious purposes, the policy shall stipulate the conditions under which the excuse will be granted. These conditions shall include at least the following: 1. The person who has custody of the pupil has given written consent. 2. Any religious instruction or exercise takes place at a suitable place away from school property designated by the church or religious denomination or group.

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- 9. 15-806(B). The governing board of each school district and the governing body of each charter school shall adopt a policy governing the excuse of pupils from school attendance. The policy shall require the school district to apply to the department of education for authorization of school closure for the following reasons:
 - 1. Widespread illness for any period of three consecutive days or more.
 - 2. Adverse weather conditions for any period of three consecutive days or more.
 - 3. Concerted refusal by students to attend classes for any period of three consecutive days or more.
 - 4. Threats of violence against school property, school personnel or pupils for any period of one day or more.
 - 5. Situations affecting the safety of persons or property resulting from fire, flooding or floodwater, an earthquake, a hazardous material event or another cause if approved by the department of education.
- 10. 15-701.01.E A teacher shall determine whether to pass or fail a pupil in a course in high school as provided in section 15-521, paragraph 4 on the basis of the competency requirements, if any have been prescribed. The governing board, if it reviews the decision of a teacher to pass or fail a pupil in a course in high school as provided in section 15-342, paragraph 11, shall base its decision on the competency requirements, if any have been prescribed.
- 11. 15-521.4 Every teacher shall make the decision to promote or retain a pupil in grade in a common school or to pass or fail a pupil in a course in high school. Such decisions may be overturned only as provided in section 15-342.11.
- 12. Students absent for ten consecutive school days, except for excused absences identified within the guidance, shall be withdrawn from the school effective the last day of attendance or reported excused absence, pursuant to A.R.S. § 15-901(A).

School Attendance Policy:

The school board, school staff, parents and students support the following policy:

- 1. **Unexcused absences** will be limited to **3 absences per 9-week** quarter. Students will not receive credit for courses in which unexcused absences have exceeded the days established by the board. An unexcused absence is defined as an absence that lacks supporting documentation for reasons listed under the category of excused absences. (See Excused Absences).

Note: During times of pandemic, the school will excuse the absence when the student, parent, guardian or student representative call the school to inform the school that the student is feeling ill.

- 2. Students are expected to be punctual. The school may use various techniques, to include (but not limited to) detentions and suspensions in order to minimize the number of students tardy to class. Time has been built into bell schedules to allow students ample time to pass to their next classroom site from any point within the designated passing period.
- 3. If a student must make up time due to unexcused absences, he or she may attend Weekend Makeup or after school tutoring. Transportation is the students' responsibility for makeup school . The general times to make up unexcused absences appear below.

Time	Days	Location
3:00 – 4:00	Mon. - Thur.	Computer Lab
TBA	Sat - Sun	Teacher Designed

When absent, students are required to call or have a parent/guardian call the school at 329-0990, ext. 4001. Calls from students are not acceptable unless they are 18 years of age or older.

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Excused Absences:

1. In accordance with Arizona Department of Education excused absence are defined as absences due to illness, doctor appointment, bereavement, family emergencies and out-of-school suspensions.

Absences due to out-of-school suspension shall be reported as unexcused when the total number of absences for all reasons exceed 10% of the instructional days for the school year. The decision of family vacations as an excused absence is delegated to the leadership of the school.

2. In order for absences relating to illness, doctor appointment, bereavement, family emergencies, or district approved family vacation to be counted as excused absences, the school must be notified of the absence prior to the absence or when the absence occurs by the student, parent or legal guardian who has custody of the student. Students and families do not need to provide documentation of illness or injury.
3. The school will document on paper or paperless format the date and reason for the absence.
4. The school permits a pupil to be excused from school attendance for religious purposes, including participation in religious exercises or religious instruction as long as the following conditions are satisfied:
 1. The person who has custody of the pupil has given written consent.
 2. The school receives written notification from the religious entity indicating date, time and location of the religious event. The written notice must include the name of the student(s) attending the religious event.
 3. The written notice must verify that the religious activity takes place at a suitable place away from school property designated by the church or religious denomination or group.
5. The leadership of the school is permitted to excuse students from attendance if the student becomes ill at the school. The school will document on paper or paperless format the date and reason for the absence.
6. Absences or tardy due to school-approved activities such as field trips, student government activities, school sponsored career development activities and performing arts activities will be considered activities of the school and the student will be excused from attendance.

High School Appeal Process for Loss of Credit Due to Excessive Unexcused Absences

Parents/Guardians or students may file a written appeal for review by the Appeals Committee at the school. The Appeals Committee will consist of one administrator, one guidance counselor, and one teacher. The written appeal, including all supporting documentation, must be received by the building principal within ten days of the end of the credit period. The final decision will rest with the Committee. Any further unexcused absence during the appeals process may result in dismissal of appeal and loss of credit.

Appeals Committee will consider granting credit when:

- Absences are reduced and the student remains in class.
- Homework is being completed in a timely manner.
- Grades reflect that the student has met the requirements of the course.
- Other areas may need to be considered.

If the result of the class ends with a failing final grade the student/parent may appeal the failing grade to the Directors of Yuma Private Industry Council. If appeal to the directors of Yuma Private Industry Council does not yield a mutually agreeable solution, the parents and/or student may access the agency's complaint officer, Ms. Adriana McBride (928) 329-0990/ email amcbride@ypic.com.

Exceptional Education & 504

All students with identified attendance issues will be managed in the same manner as all other students, unless the Individual Education Plan or 504 Plan identifies special circumstances.

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Perfect Attendance Frameworks

Notice During Pandemic: During a pandemic, the school will not offer rewards for Perfect Attendance nor encourage the attendance of student that is feeling ill.

Perfect Attendance = On time to Class + No Excused Absences + No Unexcused Absences + No Excused Tardies + No Unexcused Tardies

1. Perfect attendance is based upon the time the student enters the classroom. If the student enters the class after the clock reaches the arrival time designated for the period, the student will lose perfect attendance status. For example, if a class is scheduled to start at 8:15 am and the hour and minute indicator of the clock read 8:15 when the student arrives, the student would lose their perfect attendance. Students must enter the classroom before the timing device reaches the time indicated as the start time.
2. Perfect attendance is defined as not tardy or absent, which includes not having excused absences, excused tardiness, unexcused absences and unexcused tardiness.
3. In addition to absences related to reasons outside the school; disciplinary decisions like suspensions and being sent home will also eliminate the student from perfect attendance status.
4. The principal or designee reserves the right to allow a perfect attendance status to remain if the administrator removed the student from campus for a reason not described above.
5. Students that maintain a C or better in any class and retain the perfect attendance status will be excused from completing finals and from attending school on the days are given within the identified quarter.
6. Students that do not maintain a C or better in any class or have lost perfect attendance status will be required to complete finals as scheduled.
7. Teachers still retain the option of requiring all students to take finals, how finals are administered, and how finals are assessed.

Examples of students **losing** perfect attendance: (This list is not all inclusive and is only provided as a partial list to assist in further explaining the perfect attendance frameworks.)

- a. A student enters the class at 8:15 when the class begins at 8:15.
- b. A student has a doctor's appointment and brings a note.
- c. A family emergency occurs and requires the student to leave school prior to dismissal.
- d. A student leaves school without permission from school **principal or designee**.

Examples of students **keeping** perfect attendance: (This list is not all inclusive and is only provided as a partial list to assist in further explaining the perfect attendance frameworks.)

- a. A student enters the classroom at 8:14 when the class begins at 8:15 and stays until school dismissal.
- b. The principal or designee releases the student to medical personnel or a family member for a reason associated to an illness.
- c. Student leaves campus for a school field trip which is supported and approved by the school.
- d. Student attends a career development event that has been pre-approved by the principal or designee.

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Recapturing Perfect Attendance:

Because the school understands perfect attendance is affected by external factors, the school allows students to recapture perfect attendance in the following ways:

1. Early Release Tickets: a student may submit 6 early release tickets to recapture 15 minutes of unexcused absences.
2. Bathroom Passes: A student may submit a bathroom pass to the registrar to reduce unexcused absences. Each bathroom pass reduces unexcused absences by **5** minutes. Each student may use up to a total of **10** of the twenty issued passes per quarter to recapture perfect attendance.

Instructional Procedures

Direct Instruction

Instructional practices build oral and auditory memory prior to visual or motor memory. In other words you learn to hear it and say it before you see it and do it. In order to develop oral and auditory memory, staff utilizes key components of direct instruction. The 2 components most foreign to high school students are choral responses and auditory cues. **Students will be required to say parts of lessons together as a group (This is choral response).** In order for students to say part of a lesson together, a sound is given to signal the start of the choral response (The start sound is called the auditory cue). Auditory cues include a variety of short sounds, such as; a clap, a snap, a tap or the teacher's voice. Every student is expected to participate. If a student is not participating, the teacher will not proceed with the lesson until the student participates or the teacher removes the student for not participating.

Cooperative Learning

Cooperative learning is a strategy which involves students in established, sustained learning groups or teams. The group work is an integral part of, not an adjunct to, the achievement of the learning goals of the class. Cooperative learning fosters individual accountability in a context of group interdependence in which students discover information and teach that material to their group and, perhaps, to the class as a whole. The teacher's role changes to that as an active guide and active monitor. Although they learn in groups, the students are evaluated individually on the learning they have achieved.

Inquiry-based instruction/Problem-based Learning

Inquiry-based instruction is a teaching technique in which teachers create situations in which students are to solve problems. Lessons are designed so that students make connections to previous knowledge, bring their own questions to learning, investigate to satisfy their own questions and design ways to try out their ideas. Such investigations may extend over a long period of time. Students communicate through electronic communications such as emails, chat rooms and blogs as well as journal writing, oral presentations, drawing, graphing, charting, etc. Students then revise their explanations as they learn.

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Instructional Delivery Options:

During times of a pandemic or where the environment has been deemed hazardous to attending in person and is neither advisable nor recommended by government officials, the school may offer the following instructional delivery models. **The school is not designed to be an on-line school.**

- **Traditional Brick and Mortar:** The school has limited ability to serve all students in a traditional manner. Currently the school can serve approximately 6 to 10 students in each classroom. Students will be selected on a first come-first serve basis. The following guidelines stipulate conditions for the option:
 1. Students that exceed 3 unexcused absences will be removed from the Traditional Brick and Mortar Option for the class. The student and family will have the option to between the Virtual Learning Option, Packets with Support Option, On-line Option, or Blended option. Depending on the time remaining in the quarter, the student may not be able to receive credit if switched to a different option.
 2. The student must adhere to social distancing guidelines and sanitizing guidelines.
 3. The student must follow all rules and regulations defined in the handbook.
 4. The student must successfully complete the class as designed by instructors to earn course credit.

- **Virtual Learning Option:** Students have the ability to receive instruction through the school's live streaming platform. The student may interact with the class virtually or access pre-recorded classes as desired. The following guidelines stipulate conditions for the option:
 1. Students must log into the virtual classroom or watch the recorded lesson to be counted present for the class. The student must email the teacher and registrar if that they watch the lesson.
 2. The student must adhere to social distancing guidelines and sanitizing guidelines.
 3. The student must adhere to all time-frames of assignments. If more time is needed the student must email the teacher prior to the dead-line of the assignment. The school reserves the right to give no-credit or partial credit for late assignments.
 4. The student must successfully complete the class as designed by instructors to earn course credit.

- **Packets with Support Options:** Students have the ability to complete course work through completing packets independently. Students may schedule small group and independent tutoring sessions with teachers. Because of the time availability of teachers, appointments may require weekend appointment times. The following guidelines stipulate conditions for the option:
 1. Students must turn in coursework by deadlines. Missed deadlines will result in a loss of credit for the assignment. Students that miss two consecutive deadlines will have the option to switching to the Virtual Learning Option, On-line Option, or Blended option. Depending on the time remaining in the quarter, the student may not be able to receive credit if switched to a different option.
 2. It is the responsibility of the family and student to schedule tutoring times with teachers. Families may email or call the registrar to set up appointment times.
 3. It is the responsibility of the student and family to pick-up and drop off work by the stated dead-lines.

- **On-line Option:** Students have the ability to complete through our on-line course provider. All course work and instruction is provided by an out-side vendor without live support from a teacher. Instruction occurs through reading text material, watching videos, and listening to audio-pods. The following guidelines stipulate conditions for the option.
 1. Students are required to complete one unit per week. Missed deadlines will result in a loss of credit for the assignment. Students that miss two consecutive deadlines will have the option to switching to the Virtual Learning Option or Blended Option. Depending on the time remaining in the quarter, the student may not be able to receive credit if switched to a different option.
 2. If more time is needed to complete a unit or questions regarding the unit, the student must email the Academic Advisor.

- **Blended Option:** Students may select instructional deliveries from any of the above options. For example, the student may wish to receive math instruction in the Traditional Brick and Mortar Option, complete English as Packets with Support Option and Science through the On-line Option. The following guidelines stipulate conditions for the option.
 1. The student must abide the conditions that define each option.

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Mandatory Tutoring

The school and staff may require students to stay after school to receive mandatory tutoring in order to raise grades, complete missing work, and/or to improve basic skills. The school has the right to suspend or assign detentions when students miss mandatory tutoring sessions. The school will attempt to work with families to establish a tutoring schedule that works around family and student responsibilities. Students suspended will be awarded due process procedures as described in the handbook.

Withdrawal from School and Release from School

To voluntarily withdraw from school, students must have written permission from a parent/guardian if the student is under the age of 18. Students that have reached the age of 18, must receive permission from school staff prior to release from school. Violations of this policy are a violation of the school's closed campus policy.

Parking

Students will park their vehicles in the Oasis Church parking lot. The school assumes no responsibility for items left in vehicles or the vehicles itself. Students will not be allowed to loiter in the parking area or use their vehicles as lockers. **Parking in front of any offices is not permitted and violators may be towed.** Students arriving in the parking lot are considered to be on campus, therefore students must follow all agency and campus rules. Student vehicles located on YPIC or Oasis Church property are subject to search.

Telephone Messages

Telephone messages for students will be recorded and delivered to a student during breaks unless the call is an emergency. Emergencies do not include messages regarding doctor's appointments, transportation, etc. Students may use office or classroom phones when permission is granted by staff.

Lost and Found

Lost books, clothing, keys, jewelry, etc. are to be taken to the Principal. Items are discarded at the end of each academic block.

Confidentiality of Student Records (FERPA)

The EOC Charter High School Board has established written policies regarding the collection, storage, retrieval, use, and transfer of student information that has been collected and maintained at the school. These policies ensure the confidentiality of the information and to guarantee parents and students the right to privacy. The policies and procedures are in compliance with:

- The Family Education Rights and Privacy Act: Title 20, United States Code, Sections 1232g and 1232h, and the Federal Regulations (34 CFR 300, 560 – 300.574) issued pursuant to such Act: and Arizona Revised Statutes, Title 15, Section 141.

Copies of the District Student Education Record Confidentiality Policies and Procedures may reviewed in the Counseling Office. Federal Law also permits parents to file a complaint with the Family Educational Rights and Privacy Act in Washington, D.C., (202) 260-3887 if you feel the school is violating public school records policies and statutes.

Annual Notification to Parents Regarding Confidentiality of Student Education Records is a requirement of The Family Educational Rights and Privacy Act (FERPA). FERPA is a Federal law that protects the privacy of student education records. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he/ she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school within 45 days of a request made to the school administrator. Schools are not required to provide copies of records unless it is impossible for parents or eligible students to review the records without copies. Schools may charge a fee for copies.
- Parents or eligible students have the right to request in writing that a school correct records they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:
 - o School officials with legitimate educational interest

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- o A school official is a person employed or contracted by the school to serve as an administrator, supervisor, teacher, or support staff member (including health staff, law enforcement personnel, attorney, auditor, or other similar roles); a person serving on the school board; or a parent or student serving on an official committee or assisting another school official in performing his or her tasks;
- o A legitimate educational interest means the review of records is necessary to fulfill a professional responsibility for the school;
- o Other schools to which a student is seeking to enroll;
- o Specified officials for audit or evaluation purposes;
- o Appropriate parties in connection with financial aid to a student;
- o Organizations conducting certain studies for or on behalf of the school;
- o Accrediting organizations;
- o To comply with a judicial order or lawfully issued subpoena;
- o Appropriate officials in cases of health and safety emergencies; and
- o State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, sports participation (including height and weight of athletes) and dates of attendance unless notified by the parents or eligible student that the school is not to disclose the information without consent.

The Individuals with Disabilities Education Act (IDEA) is a federal law that protects the rights of students with disabilities. In addition to standard school records, for children with disabilities education records could include evaluation and testing materials, medical and health information, Individualized Education Programs and related notices and consents, progress reports, materials related to disciplinary actions, and mediation agreements. A number of sources, including the student's parents and staff of the school of attendance provide additional information. With parental permission, information from additional pertinent sources, such as doctors and other health care providers offers additional insights. This information is collected to assure the child is identified, evaluated, and provided a Free Appropriate Public Education in accordance with state and federal special education laws.

Each agency participating under Part B of IDEA must assure that at all stages of gathering, storing, retaining and disclosing education records to third parties that it complies with the federal confidentiality laws. In addition, the destruction of any education records of a child with a disability must be in accordance with IDEA regulatory requirements.

For additional information or to file a complaint, call the federal government at (202)

260-3887 (voice) or 1-800-877-8339 (TDD) OR the Arizona Department of Education(ADE/ESS) at (602) 542-4013. at the above phone/address.

Safety During a Pandemic-Section 1

To ensure the safety of our community the following actions will be enforced during times of pandemic:

1. Students must participate in the sanitizing of classroom areas as directed by administration.
2. If students tested positive, have symptoms, or were exposed to COVID-19 and are NOT up-to-date on COVID-19 vaccinations, the school recommends wearing a well fitted mask..
3. Students, family members and those associated with students agree to a no-contact body temperature check upon entering the school.
4. Students, family members and those associated with students agree to social distance by at least a 6 foot separation from individuals in classrooms and open areas.
5. The student must limit movement within the classroom and open areas by permission of staff only. Seating charts will be enforced.
6. The student must wash or sanitize hands following each class.
7. The student will notify staff immediately if they are feeling ill.
8. The student must stay in the designated sick area until a student representative comes to pick up the student if they are feeling ill. The student will not be permitted to access public areas like bathrooms and eating areas without supervision.

Note: The school cannot fully protect students from pandemic exposure and the school is not liable for pandemic contact of the public, student, and/or family members.

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Consequences for Violating Section 1 of Safety During Pandemic:

The Parent/Guardian/Student Representative and student understand that events that violate the above provisions will result in the student being sent home. The student will have the opportunity to access instruction virtually. Violations of the agreement may also result in administration placing the student in a virtual learning service delivery for the remainder of the pandemic.

Safety During a Pandemic-Section 2

The school will follow guidelines established by health agencies in regards to the presence of a pandemic. As such, the CDC and Arizona Health Department are recommending school's publicize the following information:

The best way to prevent illness is to avoid being exposed. The virus is thought to spread mainly from person-to-person between people who are in close contact with one another (within 6 feet). This occurs through respiratory droplets produced when an infected person coughs or sneezes.

There are effective ways to practice **physical distancing** and reduce the risk to yourself and the people you care about:

- **Wash your hands** often with soap and water for at least 20 seconds. If soap and water are not available, use an alcohol-based hand sanitizer that contains at least 60% alcohol.
 - It is especially important to clean hands after going to the bathroom; before eating; and after coughing, sneezing or blowing your nose.
- **Avoid touching** your eyes, nose, and mouth with unwashed hands.
- **Stay at home** when you are sick.
- **Avoid close contact** (within 6 feet) with others.
- **Cover your cough or sneeze** with a tissue or your sleeve (not your hands) and immediately throw the tissue in the trash.
- **Clean and disinfect frequently** touched objects and surfaces.
- **Consider wearing cloth face coverings**, if it can be safely managed, in public settings where other physical distancing measures are difficult to maintain.
- If you are at **higher risk** for severe illness, you should avoid attending congregate settings. People at higher risk for **severe illness** include adults 65 or older and people of any age who have serious underlying medical conditions.

These recommendations remain the best way to protect yourself and our communities as Arizona progresses through the phased reopening process.

Those who get flu-like symptoms at school should go home and stay home until at least 24 hours after they no longer have a fever or signs of a fever without the use of fever-reducing medicine. Those who have emergency warning signs should get immediate medical care.

Those who get flu-like symptoms and are at high risk of severe flu illness should ask a health care professional if they should be examined.

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People experiencing these warning signs should obtain medical care right away.

In children

- Fast breathing or trouble breathing
- Bluish lips or face
- Ribs pulling in with each breath
- Chest pain
- Severe muscle pain (child refuses to walk)
- Dehydration (no urine for 8 hours, dry mouth, no tears when crying)
- Not alert or interacting when awake
- Seizures
- Fever above 104°F
- In children less than 12 weeks, any fever
- Fever or cough that improve but then return or worsen
- Worsening of chronic medical conditions

In adults

- Difficulty breathing or shortness of breath
- Persistent pain or pressure in the chest or abdomen
- Persistent dizziness, confusion, inability to arouse
- Seizures
- Not urinating
- Severe muscle pain
- Severe weakness or unsteadiness
- Fever or cough that improve but then return or worsen
- Worsening of chronic medical conditions

These lists are not all inclusive. Please consult your medical provider for any other symptom that is severe or concerning.

For a video on what you can do to prevent illness, please watch: <https://youtu.be/W-zhhSQDD1U>

For a video on what to do if you are feeling ill, please watch: <https://www.youtube.com/watch?v=ZxsrgzZgz1U>

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Transportation Policy

Part A:

The school will purchase YCAT bus passes for students who need transportation. The passes will provide students the ability to travel to all locations provided by YCAT services.

Each student in need of transportation will receive a YCAT pass that will be scanned upon entrance to the bus. The student will need to present the pass prior to boarding the YCAT bus. Loss of pass or failure to present pass will prohibit the student from boarding the YCAT bus. There is no charge for the first pass. In the event that a new pass needs to be reissued, the student will need to pay a cost established by the Yuma Metropolitan Planning Organization and YCAT.

The services provided by YCAT are outside the management of YPIC or the school. **If a student loses his/her riding privileges, the student will need to arrange their own transportation to school.** The school is not liable for any damage caused by students or responsible for locating alternative transportation. The school is not liable for damages, injury or illness to the student incurred to and from school as part of YCAT services. Students need to remember this is a public service not a school service.

School staff will assist students in learning the YCAT system. If a student or family requires initial assistance in planning routes please do not hesitate to call 329-0990 ext. 4001 to request assistance from staff.

Part B:

The school is not liable for the safety of students or student vehicles to and from school. Because of flexible scheduling, students arrive and depart from the school at various times of the day. Please notify school administration immediately of issues related to transportation safety.

Part C:

School Transportation for Field Trips or Other School Related Functions:

The school may continue to use buses or other vehicles for field trips and school functions. The following explains the typical rules of buses, vans and/or cars.

1. Students will obey the instructions of the driver at all times.
2. Students are to remain seated while the vehicle is in motion.
3. No use of tobacco products, drugs or alcohol on the bus.
4. Students will not create loud noises, disruptions or disturb other passengers.
5. Students will not throw or shoot any objects inside of or at the vehicle or at other passengers.
6. Students will conduct themselves in an orderly manner at all times.
7. Students will not hang any part of their body outside the window.

All policies that govern student behavior outlined in this handbook apply while students are traveling on school sponsored trips. Students are expected to act as representatives of the school. Any violation of school policy may result in expulsion if the violation occurred during a school sponsored event. Students recommended for suspension or expulsion will be awarded due process procedures as outlined in the handbook.

Serious incidents: Conduct violations such as, but not limited to the following, will result in immediate removal from the vehicle. These violations may also be subject to additional school and law enforcement action. Students that commit the following acts may be required to find transportation from the point of incident.

1. Fighting/ Assault
2. Possession of weapons
3. Possession of illegal drugs/alcoholic beverages
4. Vandalism
5. Threat/ Any act or conduct that threatens the safety of others.

The driver has the option to contact the school administrator on events where the safety of passengers, pedestrians or vehicles is jeopardized. The driver will exit at the safest location and wait until school administrator arrives. **No passengers will be permitted to leave the stop without approval of the driver or the school administrator.** Disciplinary actions may range from suspension from the bus to being expelled from school. If the school administrator suspends the student where the bus/vehicle is stopped, the student will need to find transportation home. Students recommended for suspension or expulsion will be awarded due process procedures as outlined in the handbook.

Social Emotional Skills to Teach and Model

- Listening:** 1. Look at Person 2. Stay quiet 3. Answer questions
- Hallway Behavior:** 1. Stay quiet 2. Don't enter other classes 3. Follow directions
- Following Directions:** 1. Look at Person 2. Say "OK" 3. Do It
- Getting Teacher Attention:** 1. Raise Hand 2. Wait
- Handling No:** 1. Ask, "What Can I do?" or "When Can I?" 2. Accept the Answer
- Handling Conflicts with Peers:** 1. Pleasant Face and Voice 2. Agree not to fight
3. Seek help if you need too
- Handling Conflicts with Staff:** 1. Pleasant Face and Voice 2. Wait till Staff is Free
3. Discuss the Issue
- Positive Communication:** 1. Keep positive thoughts 2. Pleasant face and voice
3. Don't gossip or say negative statements 4. Don't hurt someone because you're angry
- Introducing and Conversing:** 1. Pleasant Face and Voice
2. State you name if introducing. 3. Say something about yourself
4. Respond to the person speaking
- Moving in Quiet Areas:** 1. Silently and slowly move 2. Take out appropriate items
3. Be aware of those around you
- Attendance:** 1. Check attendance daily 2. Talk to your teachers about missed assignments.
3. Get support to make up work

Basic School Rules

1. Allow others to learn

We will not tolerate anything that stops others from learning!

2. Be Respectful:

- Raise your hand to ask a question
- Ask permission
- Accept teacher and school decisions
- Stay quiet when others are talking
- Pleasant face and voice

3. Be Responsible:

Complete homework & class assignments

4. Be On Task

- Keep hands, feet & objects to self
- Keep head off the desk
- Look and respond to person talking

5. Follow Directions

6. Be Prepared

- Be on time
- Be seated at your desk
- Have your work, book and pencil/pen

Positive Consequences:

- Credits that will lead to a **DIPLOMA!!!!**
- \$25.00 for "A" Honor Roll
- Chance for \$25.00 for "A/B Honor Roll"
- Free Time Coupons
- Hall of Fame
- Other appropriate recognitions

Possible Negative Consequences:

- Detentions
- Isolations (In or Out of class)
- Sent Home
- Suspensions
- Expulsion by the school board
- Cleaning facilities to include restrooms and toilets
- Grounds Keeping and Litter Control

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Honor Roll:

Each student that achieves the “A” Honor Roll for a quarter will receive a gift certificate to a store of their choice for \$25.00. In addition, students on the “A” Honor Roll and “A/B” Honor Roll are registered for a drawing to receive another gift certificate for \$25.00.

Early Release Award:

Students that have perfect attendance; meet academic and discipline expectations will receive a weekly Early Release Pass. The Early Release Pass allows the student identified on the pass to leave school 15 minutes early each Wednesday. The student may also use the Early Release Pass to reduce absence time by 15 minutes or submit 6 passes to regain perfect attendance if cumulative unexcused absences are limited to 15 minutes or lower.

Hall of Fame:

Two students are selected each month that consistently display excellent behavior inside and outside the classroom, are well mannered, have a positive attitude toward others and toward learning, and are respectful to both peers and adults. Hall of Fame awardees display excellent citizenship by aligning themselves with the school-wide expectations of respect, responsibility, and safety and consistently strive to achieve academic success. Lastly, students of the month show exemplary character through their compassion, honesty, trustworthiness, optimism, and loyalty while creating a positive school environment.

Hall of Fame awardees may choose one of the incentive packages below:

A. Regain perfect attendance for the month if cumulative absences are at one day or less. Using make-up time voids the option.

B. One open lunch event with the option to invite up to two other student guests. The two student guests must be approved by each teacher and administrator. Student guest must have solid academic grades, less than two days of unexcused absences, and no disciplinary referrals within a week of the open lunch event. Permission slips are required for all students. A staff person will accompany the event. The open lunch permits the awardee and invited guest to be off campus from 11:30 to 1:20 (*Time may change due to scheduling).

C. Ten additional bathroom passes.

D. Friday Skip Day. The awardee may skip one Friday during any quarter. Permission slip is required. (McChicken Clause)

Peer Review Board:

Selected students will act as members of a Peer Review Board. The Peer Review Board reviews events in which a student feels a teacher has given a consequence unfairly. The board may decide to uphold the consequence of the teacher, apply additional consequences or over-ride the decision of the teacher and apply a lesser consequence. Students that wish to present to the board must contact the school administrator. The school administrator will decide which cases are reviewed by the board.

Suspension

Suspension days do not count towards absence days unless the total cumulative absences exceed Arizona’s excessive absence threshold. If the student accrues more than 10% of school days in a year; all absences, whether excused or unexcused, will be recorded as an unexcused absence. Suspended students, unless serving an alternative to suspension, may not be on campus. School leadership has the option to determine whether a student is permitted on campus outside of school hours. Law enforcement may be notified and trespassing charges may be filed for suspended students that are on campus without permission.

Alternative to Suspension

School administration may utilize alternatives to suspensions. Pupils who would otherwise be subject to suspension pursuant to Arizona statutes and school policies shall be transferred to a location on school premises that is isolated from other pupils or transferred to a location that is not on school premises. The alternative to suspension shall be discipline intensive and require academic work, and may require community service, grounds keeping and litter control, parent supervision, and evaluation or other appropriate activities. The community service, grounds keeping and litter control, and other appropriate activities may be performed on school grounds or at any other designated area. Alternative to suspension will not count towards absences, but all academic work must be completed to acceptable levels of performance.

Detentions

If a student is assigned detention, the student will be given at least a 24 hour notice in which the student will be required to serve the detention. This gives the student at least 24 hours to inform family, work and others that the student will be released 35 minutes later than usual. The student must report to the detention room no later than 5 minutes after dismissal. During detention, the student may be required to perform basic grounds keeping and/or academic work. Students are expected to follow the directions of the detention supervisor. If a detention is missed or the student fails to follow the directions of the detention supervisor, an additional two detentions will be added. Detentions must be cleared before a diploma or grades will be issued. **If the number of detentions exceeds 10 detentions or greater, the student may be suspended.** All detentions from previous quarters carry-over to following quarters. All detentions must be cleared prior to release of grades or credits.

School Lockdown and Evacuation Procedures

Students and Staff have permission to lock down the school if there is a valid external threat (i.e. Active Shooter, Disruptive mob, fallen powerlines, etc.) exists where presence on the outside of the building puts individuals in physical danger.

Remember: False alarms, hoaxes and false statements may result in expulsion by the school board and families may be held responsible for costs associated with false alarm, hoax or false statement.

Lock Down Procedure

1. On the discovery of an immediate threat dial 799 and say, "This is not a drill – Code Red at (Location)" Repeat the direction.
2. Students and Staff should move to the nearest open room.
3. Secure all internal and external doors to the building. If deadbolts are provided, engage the deadbolt.
4. Barricade doors with as many objects as possible.
5. Silent cell phones, turn off lights, turn off computers.
6. Reduce text messaging to one short text (i.e. "We are in lockdown at school. I'm okay.") per hour.

Do not give names, exact locations or overly identifying information.

7. Stay Silent – Any noise, no matter how small jeopardizes everyone's safety.
8. Prepare to fight with whatever objects are available.
- 9a. Wait for all clear from Alicia Huizar, Brian Grossenburg, or Paula Ramirez.
- 9b. Wait for Police to slide identifying article (badge, business card or some other identifier). Do not open door unless identity is established.

Evacuation and Fire Procedure

Prior to Evacuation event

Each teacher teaches the following behaviors and expectations:

- On-site evacuation site: Retention Basin
- Off-site evacuation site: Softball Field Near Cibola High School
- Staggered-line formation
- Stay low with hands up

Purpose of a staggered line: If someone falls, whole line doesn't fall; Easier to spot if someone is having trouble;
Opens up visual space for everyone; keeps line short

Fire and Fire Alarm:

1. Wait 1 minute before leaving. It could be a hoax. Check the following:

- Are the automatic sprinklers on?
- Is the door or walls hot?
- Do you see or smell fire and smoke

Don't leave the room if there is no evidence of fire

2. Teachers instruct students to get in staggered line and begin evacuation to retention basin.
3. Teachers secure Emergency Response Binder (Orange)
4. Teachers ensure computer is locked; lights are off; door is unlocked
5. Teachers ensure disabled and non-English speaking students are assisted appropriately
6. Prior to evacuating, check for potential dangers
7. Teachers ensure rooms are empty, and the teacher is the last to leave classroom.

Offsite Evacuation: Softball Field by Cibola

1. Regroup and stay with your assigned class.
2. If you are injured, let your teacher know.
3. Stay in shaded area and get permission to use the restroom.

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Discipline Procedures for Disruptions:

All plans, techniques, strategies and procedures should be designed to accomplish the following goals:

- a. **Stop problem behavior**
- b. **Ensure correct behavior occurs next time**
- c. **Avoid escalation**

Each Teacher will use the following procedure to correct behavior errors with the three goals in mind.

Annual evaluation of teachers will reflect establishing a positive learning climate.

General Procedure:

- *Teachers will teach necessary behaviors during the first week of each quarter. This is considered the warning.*
- *First incident: Teacher will decide to use proximity, non-verbal cue or a positive intervention statement and follow by asking student to recite the proper steps for the desired behavior.*

Example: “(Student’s Name), are you okay? What are the steps for following directions?”

- *Second incident: Teachers have the following options:*

- Student receives a teacher designed consequence*
- Student receives a detention*
- Student is isolated in class*
- Student is sent to an administrator*

*Third incident: Student goes home for remainder of the day. The teacher notifies the registrar. If the registrar is not available, notify the principal or academic advisor. **Student may report to teacher at end of day to receive abbreviated instruction they missed.** If the student is under the age of 18, the teacher must also notify the parent or guardian. Behavior skills will be taught prior to teacher’s academic instruction. **On 3 consecutive days of being sent home, student will be recommended for long term suspension.** Students recommended for suspension will be awarded due process procedures as outlined in the handbook.*

- **Teacher interventions should occur when: (List is not all inclusive)**
 1. Students talking to other students while instruction is occurring.
 2. Student is not responding, not working or responds inappropriately with intention to disrupt.
 3. Conversation between students whose sound travels more than 25 feet.
 4. Inappropriate behaviors or language
 5. **Staff may skip *First Incident* and *Second Incident* procedures if behavior or language is profane, sexual or aggressive in nature or behavior is an issue that has occurred more than two times in a week.**

If a student is sent out of the class

1. Report to the Registrar and inform the registrar you have been sent out of class.
2. Complete the Student Statement
3. Report to the principal’s office or counselor’s office
4. You are marked absent for the rest of the period
5. You may be given cleaning duties or other tasks

If a student is sent home or suspended

1. Report to the Registrar that you are being sent home or suspended.
2. Wait to speak with the Principal or Academic Advisor.
3. Complete the Student Statement while you are waiting.
4. If you are suspended, wait for Disciplinary Notice.
5. Notify your parent that you have been sent home or suspended.
6. Make arrangements for transportation home.
7. Sign the “SENT HOME” log.
8. Wait **outside** the school until your transportation arrives.
9. You **may** report to the teacher that sent you home at the end of the day to make up your missed work and time.

The school is not liable for the safety of the student once the student has signed out. The school will make adequate attempts to notify the parents and guardians that student has been released for the day.

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REFUSAL TO READMIT PER A.R.S. 15-841:

If the teacher refuses to readmit the student, the reason shall be written by the teacher, explaining the conditions used to determine the removal, and shall be provided to the administrator by the next business day following the temporary removal. The teacher will be required to state an intent to readmit or refuse to readmit the removed student.

The school shall establish a placement review committee to determine the placement of a pupil if a teacher refuses to readmit the pupil to the teacher's class and to make recommendations to the governing board regarding the readmission of expelled pupils. The process for determining the placement of a pupil in a new class or replacement in the existing class shall not exceed three business days from the date the pupil was first removed from the existing class. The principal shall not return a pupil to the classroom from which the pupil was removed without the teacher's consent unless the committee determines that the return of the pupil to that classroom is the best or only practicable alternative. The committee shall be composed of two teachers who are employed at the school and who are selected by the faculty members of the school and one administrator who is employed by the school and who is selected by the principal. The faculty members of the school shall select a third teacher to serve as an alternate member of the committee. If the teacher who refuses to readmit the pupil is a member of the committee, that teacher shall be excused from participating in the determination of the pupil's readmission and the alternate teacher member shall replace that teacher on the committee until the conclusion of all matters relating to that pupil's readmission.

Specific Expectations

Dress Code

Staff and students shall be neatly dressed in such a manner that is clean, modest, and not disruptive to the school's program. Conditions that generate immediate referral for disciplinary action are:

1. Clothing and apparel with drug, alcohol, sexually explicit/implicit, abusive, vulgar or offensive messages/logos, gang emblems, and gang identifying articles of clothing or jewelry.
2. Immodest or indecent attire, (i.e., see-through blouses or shirts, halter tops, razorback t's, blouses that expose midriff, etc.)
3. Clothing must cover the shoulder blades. Shirts must have a 1" band or greater that covers the shoulder. Bra straps may not be showing. Male staff must wear fully sleeved shirts.
4. Shorts and skirts must be long enough that are deemed reasonably modest. The thumb of each of finger must touch fabric.
5. Clothing with tears or visual openings may not expose areas of the buttocks, midriff, chest area, or under garments.
6. No bare feet
7. Disruptive personal objects are not allowed. Equipment such as iPods, digital media players, radios, cell phones, tape players, cd players and personal computers may be confiscated if used during school hours. The school and staff are not responsible for lost or stolen items.
8. All undergarments must be covered. Students with exposed undergarments (any clothing under outer clothing) may be asked to leave school to correct the violation or have clothing brought to the school that corrects the violation.
9. No bandanas or dew rags are permitted.
10. Sunglasses will not be worn in the building.

Every effort will be made to correct violations of the policy within school. The school attempts to provide alternative clothing that meets policy guidelines in which the student may wear the alternative clothing for a day. For repeated offenses and for events where the school does not have adequate alternative clothing to provide, families will either need to bring clothing that falls within the policy to the school or the student will be released from school to change into clothes that falls within the standards of the policy. Time outside of school will count against a student's attendance.

Any apparel or item which is offensive or disruptive to staff and students is prohibited. Students and staff will be appropriately groomed and clean. Items that interfere with the learning or are prohibited may be confiscated. Staff and administration have the right to confiscate items for a time period not to exceed 30 days from the date of the offense.

Restroom Procedure

The procedure was designed to accomplish two objectives. First, provide students a brief opportunity to use the restroom if necessary; and second provide teachers enough tools to ensure bathroom disruptions are kept to a minimum. The procedure must establish that restroom use during class time is only utilized during independent practice segments and direct instruction will not be occurring within the next 3 minute time frame.

The following criteria define the policy and procedure:

- 1. A non-negotiable criterion must be established that ensures no student is permitted to use the restroom if the teacher is involved in or within 3 minutes of initiating a direct instruction portion of the lesson.**
- 2. Students may only use the restroom during class if they have a school issued restroom punch card. Each student will be issued a pass with 20 punch holes at the start of the quarter. Each punch hole allows the student to leave the classroom for two minutes. If a student does not have an issued pass, they will not be permitted to leave the classroom unless willing to abide by the consequences defined by this policy.**

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3. If a student uses the restroom during the occurrence of direct instruction or without permission or without the required pass; the student will receive a disciplinary consequence outlined in this procedure.

Appropriate Definitions:

Direct Instruction: A period of time when the teacher is engaging the class from a point of presentation. The teacher is actively presenting information, providing directions or reviewing information.

Independent Practice: A period of time when the teacher is engaged in monitoring the class and the class is working without direct teacher assistance on a task. The teacher is passively monitoring the progress of students while they work independently or in small groups.

Procedure:

1. If a student must use the restroom during class time, the student will raise their hand and ask to use the restroom after the teacher acknowledges the raised hand.
2. The teacher will either grant or deny permission to use the restroom. Permission to use the restroom should only be granted if the class is completing independent practice and not within 3 minutes of upcoming direct instruction.
 - a. If the teacher grants permission to use the restroom during **direct instruction**, the teacher may not give a consequence unless the student is absent from the classroom for more than 3 minutes.
 - b. The teacher may not deny use of the restroom during direct instruction or independent practice if the student or family has provided medical information in writing from a doctor that explicitly releases the student to use the restroom as needed.
 - c. The teacher may not deny use of the restroom during **independent practice**, unless the student has not produced sufficient work.
 - d. **Restroom privileges will not be shorter than or extend past 2 minutes in time.** If the student is absent from the room for more than 2 minutes, the student will receive a consequence as outlined. If the teacher believes more time is warranted, the teacher may grant additional minutes.
3. If the teacher denies permission, the student may accept the decision or ask, “When can I use the restroom?” or “What can I do to use the restroom?”
4. The teacher will respond with a time frame or task expectation.
5. The student will accept the teacher decision or ask to meet with the teacher outside of class to discuss the issue. If the student refuses to accept the teacher decision, engages in other discussion during class time, and/or violates the denied request; the student will receive a consequence as outlined.

Students with medical conditions, that require access to the restroom more than defined by policy, need to submit medical documentation that defines the accommodations necessary. Documentation of a diagnosis without documentation of necessary accommodations will not be acceptable to excuse students from this policy.

Consequence Defined and Limitations:

1. Each violation of the above procedure will result in no more than 5 detention as outlined on page 22 of the student handbook.
2. Leaving the classroom without permission will result in consequences equivalent to multiple detentions as to not exceed 5 or suspensions as deemed appropriate by school leadership. Students recommended for suspension will be awarded due process procedures as outlined in the handbook.
3. Detention parameters may be altered by the principal, principal’s designee, YPIC leadership, and students’ peer court. Altering means the above entities may lengthen or shorten detention time frames and events as deemed appropriate.

Note: The school strictly encourages students to use the restroom before class, during lunch, and outside of the school day.

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Cell Phones

Students will not be permitted to carry cell phones on their person, back packs, purses, or other similar personal storage containers while in classrooms during school hours. Student's may check their cell phones in with the principal or principal designee upon arrival to school, however the school, principal nor designee are not responsible for lost or stolen cell phones. The risk of liability due to loss or theft of a cell phone lies with the family and student. The school will make reasonable efforts to ensure cell phones remain safe and secure. All student cell phones that are not checked in will be confiscated immediately. **This includes cell phones that are identified through school safety and school well checks.**

Students desiring to have access to phones during short periods of time during a day must receive approval from the school principal or designee prior to entering a classroom with a cell phone.

On the first offense, **the parent, documented guardian or individual that pays for the phone** must retrieve the cell phone for the student between the hours of 3:00 to 4:00 Monday through Thursday. The phone will be returned to the individual listed on the most recent cell phone bill or the parent or guardian. Friends and other relatives, such as spouses, siblings, grandparents, aunts and uncles are not be permitted to retrieve the cell phone unless the individual provides evidence that they purchased the cell phone. **There will be no exceptions.**

On the second offense, the school will release the cell phone thirty days following the date of discovery. There will be no exceptions.

On the third and subsequent offenses, the student will be suspended until a disciplinary conference with the parents or guardians is concluded and a behavior contract established to prevent repetition of the offense.

Teachers have the option to design and implement instructional lessons that include the use of cell phones for specific educational purposes.

The school understands that contact with your child is important. We still encourage you to call our school at 329-0990 if you need to leave a message with the student. All emergency calls will be screened through administration. We still invite parents and guardians to visit the school at any time and still permit parental access to teachers, classrooms and their son or daughter.

If there are specific concerns, please contact me at 329-0990 extension 4111.

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Code of Conduct

- The school is a closed campus. All students, regardless of age, must receive permission from the school office and parents prior to leaving campus. (See map for campus boundaries.)
All students are expected to log out at the reception desk. Depending on the reason, time will need to be made up. Students who violate closed campus policy may need to comply with drug testing, which is assessed through saliva or urine. A positive screening will result in an additional violation of the schools drug policy.
- Student guests are not permitted. All visitors must log in at the reception desk. Visitors that are disruptive to function of the school will not be granted permission to visit. Parents and guardians are free to enter the school and class at any time after receiving a visitor's pass. Identification is necessary to visit or release students. Visitors, to include parents and guardians, are not permitted to confront other visitors or students regarding school based on non-school based conflicts without consent of school administrator. **Police will be notified in the event of any visitor that enters educational settings, offices, labs, service learning sites, etc without prior permission from the front desk or administration.** Any person found on agency grounds without permission will be considered a trespasser and subject to immediate arrest. This includes students under suspension or expulsion and unauthorized persons who enter or remain on a campus or school function after being directed to leave by an administrator or designee of the campus or function.
- Any parking or traffic violation, joy riding or cruising around the campus in or on cars, motorcycles, scooters, skateboards, roller skates, roller blades or any other type of vehicle is prohibited during the school day. Scooters, skateboards, roller skates, roller blades may not be rode on any surface (paved or unpaved) that is used for direct access or pathway to a building used for public service or is prohibited by signage by a property holder (Yuma City Ordinance 1798). Passengers and drivers are both guilty of this violation. Law enforcement may be notified. **Speed limit inside the school campus is limited to 10 miles/hr.**
- Aggressive physical contact is not permitted. If staff or students are approached by aggressive situation they need to flee and call out for help immediately.
Providing due process, any student involved in an aggressive assault of another student will be recommended for expulsion. Expulsion means the student will not be able to apply for re-admission into EOC Charter High School.
- Intimidation, harassment or promoting violence of any form will not be permitted. Intimidation may result in suspension or expulsion. Negative remarks, comments, statements, electronic posts that cause disruption will result in consequences ranging from detentions to a recommendation for expulsion. This includes negative remarks that occur in response to being confronted by rude or disrespectful comments or actions.
- Damaging school property, which includes text books or the property of others, will not be permitted. The school reserves the right to seek equitable restitution for damaged property.
- Gambling, gaming for monetary value, off-set speculation and other forms of chance betting are prohibited.
- Food and drinks are allowed by teacher permission only. The responsibility of ensuring a clean room falls upon the students and teacher. The school reserves the right to revoke food and drink privileges.
- Cheating will not be tolerated at Charter High School. The school reserves the right to require students to demonstrate knowledge on repeated events. Assessments of concepts may be given if staff believe students can not display mastery, even if mastery has been demonstrated on a prior event. Students will receive a failing grade for assignments, projects, and tests. With consultation with the school principal, the teacher may assign a failing grade for the course.
- Possession or use of cigarettes, cigars, chewing tobacco, or any other form of tobacco or simulated tobacco product such as e-cigarettes, aerosol and vapor products while under school jurisdiction is prohibited (ARS 36-798.03 and ARS 13-3622). Students who violate this policy may be assigned detention or may be suspended one to five days unless the severity of the violation justifies a more severe penalty. Repeated violations will result in long term suspension or expulsion. Tobacco products are prohibited on school grounds, inside school buildings, in school parking lots or playing fields, in school buses or vehicles or at off-campus school sponsored events. For purposes of this subsection, "school" means any public, charter or private school where children attend classes in kindergarten programs or grades one through twelve. A person who violates this section is guilty of a petty offense. The school reserves the right call law enforcement.

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- Sleeping or placing heads on tables and desks will not be permitted even if not asleep. Students are expected to remain alert and on task for the entire time they are present in school. Students that are not able to stay alert will be referred to administration. Administration reserves the option to short term suspend the student. Repeated violations of the policy and additional violations of policy may result in long-term suspension or expulsion.
- Lending, borrowing, or selling items is not permitted unless it is directly related to the educational process (i.e. bake sale, group project, etc.), and approved by staff.
- Personal belongings that are not directly related to the educational process are not permitted on campus and will be confiscated. Items include but are not limited to water guns, electronic devices and skateboards. **Any item that interferes with learning will be confiscated. The school is not responsible for lost or stolen items.**
- Providing false statements to staff, government agents, professional agents or other individuals associated with the school will result in consequences ranging from short term suspension to expulsion.
- Any form of protest or demonstration that disrupts the normal educational process must be approved by the school board. Any protest or demonstration that violates legal restraints or legal access is prohibited. Violations may result in short term suspension, long term suspension or expulsion.
- Disruptive behavior is behavior which the school regards as speech or action which 1) is disrespectful, offensive, and/or threatening, 2) interferes with the learning activities of other students, 3) impedes the delivery of services, and/or 4) has a negative impact in any learning environment - including department and staff offices, labs, service learning sites, etc. Disruptive behavior includes physically, verbally or psychologically harassing, threatening, or acting abusively toward an instructor, staff member, or toward other students in any activity authorized by the school. Disruptive behavior includes any other negative behavior covered by the handbook. Consequences may range from isolation in class to a recommendation for expulsion by the school board.
- Students are expected to follow reasonable directions of **all** school staff. A student would violate school policy if school leadership determines 1) the staff request was reasonable 2) the student did not comply with direction in a reasonable amount of time; and 3) the student causes a disruption through voice or action when given the direction. Consequences may range from isolation in class to expulsion by the school board.
- Positive interpersonal relationships are encouraged. Positive interactions include but are not limited to appropriate public conversations, holding hands, and gestures of encouragement. Negative interactions will not be tolerated. Negative interactions include statements and gestures that degrade, threaten, humiliate or embarrass. Negative interactions also include statements and gestures of a sexual nature. Hand holding, appropriate hugs and limited pecks on the cheek in greetings and farewells are permitted. Other forms of affection such as; kissing, groping, sitting on laps of other students of the opposite gender is prohibited. Consequences may range from isolation in class to expulsion by the school board.

Penalties: Students who commit violations described above shall be subject to disciplinary action by the school as defined in each above section. If a section does not define consequences, then students who commit violations described above may be assigned detentions or may be suspended one to five days unless the severity of the violation justifies a more severe penalty.

Repeated violations shall be recommended for expulsion by the school board. Offenses that endanger human mental, physical health or cause damage to property shall be suspended the remainder of the current semester or longer or recommended for expulsion. Offenses that cause injury to a person shall result in recommendation for expulsion. Students and families may also be liable for any expenses that are incurred to the emergency response, and the investigation of the offense and the investigation of the offense, and the repair and/or repair of damaged property. Parent(s)/guardian(s) will be notified if under the age of 18. Students over the age of 18 must provide written permission to contact parents.

Use of Police:

1. **Arson:** Arson of a structure or property or of an occupied structure is prohibited. Any attempt or successful act to start a fire will result in disciplinary action and require restitution. (ARS 13-1703, ARS 13-2911)
2. **Assault and Aggravated Assault:** to include but not limited to the physical assault of a staff member or of a student is prohibited. Assault –Intentionally, knowingly or recklessly causing any physical injury to another person; or

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intentionally placing another person in reasonable apprehension of imminent physical injury; or knowingly touching another person with the intent to injure, insult or provoke such person. (ARS 13-1203, ARS 13-2911)

3. ***Sale, distribution, purchase, possession, use, or under the influence of drugs or alcohol:*** Sale, Distribution, Purchase, Possession, Use or Under the Influence of alcohol, drugs (inhalants, prescription drugs, over the counter drugs), Illicit drugs (ecstasy, cocaine/crack, hallucinogens, heroin, marijuana, methamphetamine, spice, bath salts, any synthetic man made drug and other illicit drugs, unknown drugs), drug paraphernalia, and substance represented as illicit drug, inappropriate use of over the counter drugs while under school jurisdiction is prohibited. (ARS 13-3401, ARS 13-3406, ARS 13-3407, ARS 13-3408, ARS 13-3411, ARS 13-3403, ARS 4-244.09, ARS 4-244.41).

Medications must be secured and logged in at the registrar's desk. Medication may only be provided in a manner described on the label of the medication. Inhalers may be carried by the student.

4. ***Sexual Offenses:*** Sexting, pornography, indecent exposure, public sexual indecency, sexual harassment with or without contact, sexual abuse/sexual conduct with a minor/child molestation, sexual assault (rape), are prohibited. Law enforcement will be notified as well as discipline imposed. (A.R.S. 13-1403) (A.R.S. 13-1404) (A.R.S. 13-1405) (A.R.S. 13-1406)

5. ***School Threat:*** Any threat (verbal, written, or electronic) by a person to bomb or use other substances or devices for the purpose of exploding, burning, causing damage to a school building or school property, or to harm students or staff is prohibited. This includes, but is not limited to: bomb threats, chemical or biological threats, or fire alarm misuse. (ARS 13-2911)

6. ***School Hoax:*** Intentionally or knowingly engaging in any conduct that is likely to impart the false impressions that an act of terrorism or violence is taking place or will take place or would reasonably be expected to cause or that causes an emergency response by a governmental agency.(ARS 13-2925, ARS 113-2301)

7. ***Theft:*** Taking or attempting to take money or property belonging to another person or the school with the intent to permanently deprive the victim of his/her possessions is prohibited. This includes but is not limited to: burglary/breaking and entering, extortion (the threat or use of force to take something of value from another,) robbery, and armed robbery. (ARS 13-1802)

8. ***Criminal Behavior/Identification as a Gang Member:*** By definition, a gang is a group of three or more people who meet for anti-social or illegal activity. This would include recognized gangs and/or groups who gather to mimic gang activity. As per A.R.S. 13-105 and A.R.S. 13-2321, an individual to whom two of the following apply is considered gang association: A) self-proclamation, B) witness testimony or official statement, C) written or electronic correspondence, D) paraphernalia or photographs, E) tattoos, F) clothing or colors, G) any other indicia of street gang membership.

- A. A person commits participating in a criminal street gang by any of the following:
 - 1. Intentionally organizing, managing, directing, supervising or financing a criminal street gang with the intent to promote or further the criminal objectives of the criminal street gang.
 - 2. Knowingly inciting or inducing others to engage in violence or intimidation to promote or further the criminal objectives of a criminal street gang.
 - 3. Furnishing advice or direction in the conduct, financing or management of a criminal street gang's affairs with the intent to promote or further the criminal objectives of a criminal street gang.
 - 4. Intentionally promoting or furthering the criminal objectives of a criminal street gang by inducing or committing any act or omission by a public servant in violation of the public servant's official duty.
- B. A person commits assisting a criminal street gang by committing any felony offense, whether completed or preparatory for the benefit of, at the direction of or in association with any criminal street gang.
- C. Participating in a criminal street gang is a class 2 felony.
- D. Assisting a criminal street gang is a class 3 felony.
- E. Use of a common name or common identifying sign or symbol shall be admissible and may be considered in proving the existence of a criminal street gang or membership in a criminal street gang.

Students that meet the definition of association and display association will be subject to the criminal codes of State of Arizona and the City of Yuma as well as subject to disciplinary decisions of the school. Students may be expelled for behaviors of association and participation as outlined in this section of the student handbook.

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9. **Weapons and Dangerous Items:** Possession and/or use of a dangerous weapon while under school jurisdiction is prohibited. Dangerous weapons may include, but are not limited to:

- Firearms: handgun or pistol, shotgun or rifle, starter gun or pistol, other firearms or destructive devices (bomb, grenade). (ARS 13-3102)
- Other weapons: billy club, brass knuckles, knife with blade length of at least 2.5 inches or greater, nunchakus.
- Dangerous items: air soft gun, BB gun, laser pointer, letter opener, mace, paintball gun, pellet gun, razor blade or box cutter, simulated knife, taser or stun gun, tear gas, or combustible materials (i.e. **lighters**, matches, gun powder, etc.).
- Simulated firearm: Any simulated firearm made of plastic, wood, metal or any other material which is a replica, facsimile, or toy version of a firearm or any object such as a stick or finger concealed under clothing and is being portrayed as a firearm, or device that is defined as, or is held to be, a dangerous weapon under the laws of the State of Arizona and Federal Statutes.
- Simulated Knife: Any item (i.e. pencil, compass point, sharpened stick, broken bottle, etc.) used with a slicing or puncturing action with the intention of injury or damage to person or property.

Penalties: Students who commit violations described above shall be subject to arrest by law enforcement. Students who commit violations described above shall be recommended for suspension for a minimum of 3 days for minimal offenses. Repeated minimal offenses will result in expulsion. Offenses that endanger human mental, physical health or cause damage shall be suspended the remainder of the current semester or longer or expulsion. Offenses that cause injury to a person shall result in expulsion and the student may not re-enroll at the school. Students that violate sections 1 through 9 under **Use of Police** shall be subject to long term suspension or expulsion by the school board. Students and families may also be liable for any expenses that are incurred to the emergency response, and the investigation of the offense. Parent(s)/guardian(s) will be notified if under the age of 18. Students over the age of 18 must provide written permission to contact parents.

Bullying and Harassment

ARS 15-341 (A) (37) requires policies and procedures on harassment, intimidation and bullying. Arizona defines bullying as:

“ . . . a variety of negative acts carried out repeatedly over time. It involves a real or perceived imbalance of power with the more powerful child or group attacking those who are less powerful. Bullying can be physical in form (e.g., pushing, hitting, kicking, spitting, stealing; verbal (e.g., making threats, taunting, malicious teasing, name-calling); or psychological (e.g., social exclusion, extortion, intimidation, spreading rumors, manipulating social relationships).”

Harassment is defined as an incident that meets one or more of the following conditions:

1. Anonymously or otherwise communicates or causes a communication with another person by verbal, electronic, mechanical, telegraphic, telephonic or written means in a manner that harasses.
 2. Continues to follow another person in or about a public place for no legitimate purpose after being asked to desist.
 3. Repeatedly commits an act or acts that harass another person.
 4. Use surveillance type activities or causes another person to survey a person for no legitimate purpose.
 5. On more than one occasion makes a false report to a law enforcement, credit or social service agency.
 6. Interferes with the delivery of any public or regulated utility to a person.
- A. A person commits harassment against a public officer or employee if the person, with intent to harass, files a nonconsensual lien against any public officer or employee that is not accompanied by an order or a judgment from a court of competent jurisdiction authorizing the filing of the lien or is not issued by a governmental entity or political subdivision or agency pursuant to its statutory authority, a validly licensed utility or water delivery company, a mechanics' lien claimant or an entity created under covenants, conditions, restrictions or declarations affecting real property.
- B. Harassment under subsection A is a class 1 misdemeanor. Harassment under subsection B is a class 5 felony.
- C. This section does not apply to an otherwise lawful demonstration, assembly or picketing.

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D. For purposes of this section, "harassment" means conduct directed at a specific person which would cause a reasonable person to be seriously alarmed, annoyed or harassed and the conduct in fact seriously alarms, annoys or harasses the person.

ARS13-1202. Threatening or intimidating; classification

- A. A person commits threatening or intimidating if such person threatens or intimidates by word or conduct:
1. To cause physical injury to another person or serious damage to the property of another; or
 2. To cause, or in reckless disregard to causing, serious public inconvenience including, but not limited to, evacuation of a building, place of assembly, or transportation facility; or
 3. To cause physical injury to another person or damage to the property of another in order to promote, further or assist in the interests of or to cause, induce or solicit another person to participate in a criminal street gang, a criminal syndicate or a racketeering enterprise.
- B. Threatening or intimidating pursuant to subsection A, paragraph 1 or 2 is a class 1 misdemeanor. Threatening or intimidating pursuant to subsection A, paragraph 3 is a class 4 felony.
- C. A school district or charter school shall expel from school for at least one year a pupil who is determined to have threatened an educational institution as defined in section 13-2911, except that the school district or charter school may modify this expulsion requirement for a pupil on a case by case basis if the pupil participates in mediation, community service, restitution or other programs in which the pupil takes responsibility for the results of the threat.

Penalties: The Educational Opportunity Center Charter High School, as required by Arizona law, will inform law enforcement of events that include bullying, harassment and intimidation. If a student has violated policies of harassment, bullying and intimidation the school reserves the right to employ the process of expulsion or suspension for those found responsible of the offense of bullying, harassment and/or intimidation.

Computer/Internet Usage Agreement and Release of from Liability

A student who violates this Policy may have his/her access denied. Students are responsible for the contents of their folders. Although the agency does not issue student e-mail accounts, students may use District computers to access their personal e-mail accounts via the Internet but must do so for educational purposes and must comply with all agency guidelines. Student use of agency computer technology is a privilege, which may be revoked at any time. Student access to the network will only be allowed on agency equipment. The agency is not responsible for personal computers or mobile devices brought to school, nor are they allowed to connect to the agency's network.

Acceptable Uses

The Agency is providing access to its equipment, computer networks and the Internet for educational purposes only. Such educational purposes, include, but are not limited to, research, preparing for educational instruction, and communicating with others, as it directly relates to the educational curriculum. Students shall comply with all copyright laws. Any teacher-directed student-created web pages that are intended for publication on school or agency web sites must comply with all agency guidelines.

Unacceptable Uses

Equipment use and network access is a privilege, not a right. Inappropriate use of the equipment and the network by a student will result in disciplinary action up to and including suspension, expulsion, cancellation of student' user privileges, and/or legal action (criminal and/or civil) in accordance with the law and the YPIC policy. Students must follow appropriate online behavior at all time, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response. The following uses of the network are considered unacceptable by YPIC.

1. Personal Safety

- a. Students may not post, use, or store personal contact information about themselves or other people when using electronic communication forms, such as but not limited to, email, chat rooms, social media sites.. Personal contact information includes the student's address, telephone, social security number or other personal data, or school address.
- b. Student will immediately disclose to their teacher or site administrator any message they receive that is inappropriate or makes them feel uncomfortable.

2. Illegal Activity

- a. Students may not post, submit, publish or display harmful or inappropriate material that is harassing, insulting, threatening or attacking any individual, including prejudicial or discriminatory attacks or insults. This includes any material, taken as a whole, which to the average person, applying contemporary statewide standards, appeal to the prurient interest and is material which depicts or describes in an offensive way sexual conduct and which lacks serious literary, artistic, political, or scientific value for students.
- b. Students may not vandalize, misuse or harm, and /or steal computers, software, computer systems, or computer networks.
- c. Students may not participate in hacking activities or any form of unauthorized access to other accounts (online or site stored), computers, networks, or information systems.

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- d. Student may not deliberately attempt to disrupt the computer system or destroy data by uploading, downloading, or creating computer viruses.
 - e. Students may not use the system to engage in any other illegal act, such as arranging for a drug sale illegal activities, or the purchase of alcohol, engaging in gang activity, or the threatening the safety of a person.
3. System Security
 - a. Students are responsible for their individual account and may not reveal their personal computer log-on identification or those of other students, staff members.
 - b. Students must immediately notify a teacher or other school employee if they have identified a security problem.
 - c. Students may not download software to any computer unless instructed to do so by a teacher or site administrator.
 - d. The system may not be used to connect personnel hardware such as iPods unless it is needed for educational purposes and a separate Internet Access Request Form is filled out by the teacher and student.
 4. Inappropriate Language and Behavior
 - a. Students may not use obscene, profane, vulgar, inflammatory, threatening, disrespectful or other inappropriate language on the system. This includes use of agency equipment and software and any use of the Internet..
 - b. Student will not display inappropriate materials (i.e. offensive messages or pictures, obscene language references, etc.) on the system. This includes use of agency equipment and software and any use of the Internet..
 - c. Students will not post, submit, or publish information that could cause damage or danger of disruption to the school agency, the student or others.
 5. Inappropriate Access to Materials
 - a. Students may not use the system to access materials that are profane or obscene, that advocates illegal or dangerous acts, or that advocates violence or discrimination towards others (i.e. hate literature).
 - b. If a student mistakenly accesses inappropriate information, they should immediately report it to their teacher. This may protect students from any claim that they have intentionally violated the policy.
 - c. Messages relating to or in support of illegal, inappropriate activities may be reported to the proper authorities.
 6. Respecting Resources
 - a. Students should frequently delete unnecessary files from their network folders. This must be done at the end of every quarter, at least.
 - b. Student will not engage in vandalism (i.e. uploading/downloading inappropriate files, introducing computer viruses, disrupting the operation or the system through the abuse of hardware or software, modifying another person's files or data.)
 - c. Students may not attempt to read, delete, copy, modify or forge the content of other users' folders, files, electronic communications, or online accounts.
 - d. Students will subscribe to only high-quality discussion group mail lists that are relevant to education and/or career development.
 - e. Students will be supervised while accessing the Internet; however, they are still responsible for their proper use and access.
 7. Plagiarism and Copyright Infringement
 - a. Students will not plagiarize works that they find on the Internet. Plagiarism is adopting the ideas or writing of others and presenting them as your own.
 - b. Students must respect the copyright owners. Copyright infringement occurs when the student inappropriately reproduces a work that is protected by a copyright. If a student has a question about this, they should ask a teacher.
 - c. Copyrighted material may not be placed on the system without the author's permission. Students may download copyrighted material for their own educational use only and must footnote copyrighted material when used in academic work.
 8. Search and Seizure
 - a. Users should have no expectation of privacy when using the agency network or equipment. YPIC reserves the right to inspect student folders, personal files, electronic communications, downloaded material, including deleted files from a user's computer, records of online activity and other information on the Agency's network or equipment when necessary to ensure proper use of the system.
 - b. YPIC will strive to protect student privacy; however, The Agency will not be responsible for any damages (consequential, incidental or otherwise), which a student may suffer arising from access to or use of the Agency's computers and computer network, including damages arising as a result of the actions of the Agency. These damages include loss of data and delayed, lost or damaged electronic correspondence or files due to system or service provider interruptions and system shutdowns for emergency or routine maintenance of the system. Use or conveyance of information via Agency computer technology is at the user's own risk.
 9. Other Misuse

Students shall not use Agency technology for:

 - a. commercial uses, including offering to sell or purchase products or services;
 - b. games, entertainment or personal non-education-related uses (downloading music or videos may violate copyright laws);
 - c. political campaigning, but may be used for communicating with elected representatives or expressing views on political issues;
 10. No Guarantees

YPIC will make good faith efforts to protect students from improper or harmful matter which may be on the internet. At the same time in signing the Compliance Page of the student handbook, the student and parent recognize that YPIC makes no guarantees about preventing improper access to such materials on the part of the student.
 11. YPIC Held Harmless and Promise Not to Sue

In order to protect itself from lawsuits where a student or parent alleges that the student suffered some kind of injury because the student used YPIC computer or net access, YPIC requires that the student and parent promise to forgo such claims against YPIC, employees and

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constituents in return for being allowed to use YPIC computers and net. Therefore, the student and parent agree to hold YPIC, employees and constituents harmless from any claim or liability arising from or resulting from student's use of YPIC computer or net – even though the nature, extent and seriousness of such claims are currently unknown. In other words, the student and parent agree that they will not sue YPIC, employees, constituents over any claim which comes as a result of the student using YPIC computers or net. In doing sue the student and parent waive any protection they have under Civil Code section 1542 with regards to claims arising from the student's use of YPIC computers or net.

Technology Protection Measure

1. The Agency makes use of an Internet content filter to prevent access to sites with obscene, pornographic, or harmful content. Given the nature of the Internet and the limitations of content filtering systems, it is impossible to block all inappropriate sites. Students who access inappropriate sites should immediately disclose the site to their teacher or the school principal.
2. Students may make written requests to the school principal if they believe the content filter is blocking access to appropriate sites.

For further information to use at home go to www.onguardonline.gov.

School Right to Search:

Personal privacy is a fundamental aspect of individual liberty. All students possess the constitutional right to be secure in their persons, papers, and effects against unreasonable searches and seizures. Staff shall take particular care to respect students' privacy.

School officials have authority to maintain order and discipline in the schools and to protect students from exposure to illegal drugs, weapons, and contraband. The superintendent, the principal, and other staff designated by the superintendent shall have the authority to conduct reasonable searches on school property as provided by board policy.

A search is required when there are reasonable grounds to suspect a student has a firearm on school grounds, transportation or at school events.

School officials may conduct searches when there is reasonable grounds to suspect illegal drugs, potential weapons, and contraband are present at school or school sponsored events.

Prior to conducting a search, school officials shall ask that the student consent to be searched by removing all items from pockets or other personal effects. If the student refuses to consent to the search, school officials may recommend a long term suspension of up to one year.

The following areas are available to the school official to search: personal belongings, and property located within school boundaries and parking lots, as and must fall within the parameters as follows:

1. Any search of a student conducted by a school employee must be reasonably related to the discovery of contraband or other evidence of a student's violation of the law or school rules.
2. School staff reserve the right to search the student, the student's personal belongings, and property located within school boundaries and parking lots (including vehicles) for contraband.

For the purpose of this policy, "contraband" means items, materials, or substances that are prohibited by law or school policy, including but not limited to, controlled substances, alcoholic beverages, tobacco products, cell phones or any object that can reasonably be considered a firearm, dangerous weapon or item that has been used to disrupt the services of the school.

2. Staff shall conduct searches in a manner which is not excessively intrusive in light of the age and sex of the student and the nature of the suspected infraction. Searches may include, but are not limited to removing items from pockets; searching coats, sweatshirts and jackets after removed from the body as long as the student remains appropriately dressed after removal of the coat, sweatshirt or jacket; searching items in personal storage containers like back packs, wallets, purses, fanny packs, luggage, etc.; removing of shoes and socks; and searching vehicles that are in parking areas associated used by the agency and school.

3. For students under the age of 18, the school may request that a parent or guardian conduct a deeper search of a student. The parent, guardian, or student is not required to divulge the discovery of any item found by the search conducted by a parent or guardian.

4. No student shall be subject to a strip search or body cavity search by school staff.

5. School officials may consult with local law enforcement officials regarding the advisability of a search on school premises by a law enforcement officer if evidence of criminal activity is likely to be seized.

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Typical Consequences for Inappropriate Behaviors:

Please remember these are just typical consequences and should not be used as an exact measure to determine consequences.

Inappropriate Behavior	1st Infraction	Minor Repetition	Moderate Repetition
<ul style="list-style-type: none"> • Not following directions • Arguing with staff • Disruptive behavior 	Detention (lunch or after school)	Remove from class with cleaning toilets, grounds keeping, litter control	Sent home for day
Dress Code	Wear school providing clothing if available; sent home with option to return – absent time counts;	Wear school shirt with home contact	Sent home and may not return until dress is suitable
Ditching or violating closed campus	Detentions, Clean Toilets, drug test	Possible suspension, grounds keeping, litter control, and/or drug test	Possible suspension, grounds keeping, litter control, and/or drug test
Unwanted Visitor	Visitor asked to leave	Visitor asked to leave	Law enforcement notified
Aggressive physical contact	Recommend ended for Expulsion		
Intimidation of any form	2 day suspension – if time extends beyond 3 days –Possible expulsion	Possible suspension or expulsion	
Damaging property	Will need to replace damaged property or pay amount to replace property Police notified	Police notified and expelled/permanent suspension	
Food and drinks if not permitted	Food or Drink item thrown away	Food or Drink item thrown away	Sent Home for day
Sleeping in class	Told to lift head; administrative referral; short term suspension	Stand; administrative referral; short term suspension	Short term to long term suspension
Possession of cell Phone	Confiscated for day; contract holder/parent/documentated guardian picks up	Confiscated for 30 days	Suspended with contract
Use of materials that disrupt class (iPod, MP3)	Confiscated for day	2 nd time confiscated for week	3 rd time confiscated for 30 days
Profanity	Teacher Designed Academic Tasks, Cleaning of Classrooms, Detentions	Teacher Designed Academic Tasks, Cleaning of Classrooms, Cleaning of Grounds and Restrooms, Detentions	Sent Home for day
Providing False Statements/Reporting False Emergencies	Short term suspension (3 to 10 days) up to Expulsion.	Possible suspension or expulsion	
Gestures or comments that degrade, threaten, humiliate or embarrass	Depending on severity consequences may range from a minimum of being removed from class with the duty of cleaning bathrooms to being withdrawn from school without option of readmission to Charter School.		
Statements and gestures of a sexual nature			
Weapons	Contact YPD – Possible expulsion		
Gangs	Contact law enforcement – Suspension	Contact YPD – Possible Suspension or Expulsion	
Drugs and Alcohol	Contact YPD – will not be readmitted until you submit a statement to YPD stating details about the person that furnished the drug to the student. YPD must determine that information provided was valid. Student is recommended to receive a long-term suspension or expulsion.		
Tobacco	Confiscated items; detention	Confiscated items; suspension	Confiscated items; Suspension or recommendation by school board.

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Hearing and Appeal Procedures

1. Suspension for Nine Days or Less

A student recommended for suspension for nine (9) days or less has the right to be given either oral or written notice of the charges, an explanation of the evidence the authorities have, and an opportunity to present his/her version of the incident. Notice of the charges and an opportunity to be heard will generally but not required to precede the student's removal from school, but prior notice and hearing is not required where the student's presence endangers persons or property or threatens disruption of the academic process. If suspension occurs before an opportunity to be heard, the notice and hearing shall follow as soon as practical. The hearing shall be conducted by the school principal or designee.

A student or parent dissatisfied with the discipline imposed by the school principal or designee shall have the right to appeal the decision within ten (10) school days Superintendent of the agency. The suspension is enforced until a time in which the Superintendent may overturns or adjust the disciplinary. If the suspension is fulfilled without the resolution of a Superintendent and the Superintendent overturns the disciplinary decision, the student and family can be provided a decision that compensates the student for accumulated absences, failed assignments, failed assessments and lost time of instruction. The decision following an appeals shall be final. A student's parents or legal guardian shall be notified as soon as possible following the imposition of punishment.

2. Suspension for More than Ten Days or Expulsion (To exclude suspensions or expulsions related to attendance):

Expulsion. Students may be expelled from school only by the Governing Board (A.R.S. 15-342.1).

Long Term Suspension is the exclusion of a student from the school for more than 10 days but no more than one year. Students who have completed a long term suspension may reapply for enrollment. Students that return from a long term suspension will be placed on probationary status for a 9 week period. The school reserves the right long term suspend or expel a student during a probationary period if the student violates any regulation of school policy.

Expulsion is the exclusion of a student from the school. Students who have been expelled from the Educational Opportunity Center Charter High School cannot re-enroll at the school.

In any cases when the administration recommends a suspension of more than ten (10) days or the expulsion of a student the parents/legal guardians have the right to appeal. If the parent requests a hearing to contest the recommendation of the campus administration, a hearing officer will conduct the review, and issue a finding. The parent/legal guardian has the right to appeal the hearing officer's decision to the Governing Board by notifying the superintendent's office within five (5) working days.

If the hearing officer's decision is taken before the Governing Board for ratification, and the Governing Board has questions after review of the testimony/record, another hearing may be set. If the hearing officer determines that a violation has occurred and does not accept the recommendation for long-term suspension made by the administration, the student may be allowed back in school on probation. The terms of the probation may be determined by the campus administration, which could include up to nine (9) days of out-of-school suspension and/or community service.

Records of Student Violations

All violations of the Student Code of Conduct by a student will be maintained in his/her file. Removal of information from the file will only be carried out under the direction of the Operations Director. Parents and students may request copies of information and documents within the file. The school will have 10 days to process information requests.

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Arizona Statute Regarding Student Behavior and Discipline

15-840• Definitions

In this article, unless the context otherwise requires:

1. "Expulsion" means the permanent withdrawal of the privilege of attending a school unless the governing board reinstates the privilege of attending the school.
2. "Suspension" means the temporary withdrawal of the privilege of attending a school for a specified period of time.

15-841. Responsibilities of pupils; suspension; expulsion; alternative education programs; community service; placement review committee

A. Pupils shall comply with the rules, pursue the required course of study and submit to the authority of the teachers, the administrators and the governing board. A teacher may send a pupil to the principal's office in order to maintain effective discipline in the classroom. If a pupil is sent to the principal's office pursuant to this subsection, the principal shall employ appropriate discipline management techniques that are consistent with rules adopted by the school district governing board. A teacher may remove a pupil from the classroom if either of the following conditions exists:

1. The teacher has documented that the pupil has repeatedly interfered with the teacher's ability to communicate effectively with the other pupils in the classroom or with the ability of the other pupils to learn.
2. The teacher has determined that the pupil's behavior is so unruly, disruptive or abusive that it seriously interferes with the teacher's ability to communicate effectively with the other pupils in the classroom or with the ability of the other pupils to learn.

B. A pupil may be expelled for continued open defiance of authority, continued disruptive or disorderly behavior, violent behavior that includes use or display of a dangerous instrument or a deadly weapon as defined in section 13-105, use or possession of a gun, or excessive absenteeism. A pupil may be expelled for excessive absenteeism only if the pupil has reached the age or completed the grade after which school attendance is not required as prescribed in section 15-802. A school district may expel pupils for actions other than those listed in this subsection as the school district deems appropriate.

C. A school district may refuse to admit any pupil who has been expelled from another educational institution or who is in the process of being expelled from another educational institution.

D. A school district may annually or upon the request of any pupil or the parent or guardian review the reasons for expulsion and consider readmission.

E. As an alternative to suspension or expulsion, the school district may reassign any pupil to an alternative education program if the pupil does not meet the requirements for participation in the alternative to suspension program prescribed in subsection H of this section and if good cause exists for expulsion or for a long-term suspension.

F. A school district may also reassign a pupil to an alternative educational program if the pupil refuses to comply with rules, refuses to pursue the required course of study or refuses to submit to the authority of teachers, administrators or the governing board.

G. A school district or charter school shall expel from school for a period of not less than one year a pupil who is determined to have brought a firearm to a school within the jurisdiction of the school district or the charter school, except that the school district or charter school may modify this expulsion requirement for a pupil on a case by case basis. This subsection shall be construed consistently with the requirements of the individuals with disabilities education act (20 United States Code sections 1400 through 1420). For the purposes of this subsection:

1. "Expel" may include removing a pupil from a regular school setting and providing educational services in an alternative setting.
2. "Firearm" means a firearm as defined in 18 United States Code section 921.

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H. A school district or charter school shall expel from school for at least one year a pupil who is determined to have threatened an educational institution as defined in section 13-2911, except that the school district or charter school may modify this expulsion requirement for a pupil on a case by case basis if the pupil participates in mediation, community service, restitution or other programs in which the pupil takes responsibility for the results of the threat. This subsection shall be construed consistently with the requirements of the individuals with disabilities education act (20 United States Code sections 1400 through 1420). A school district may reassign a pupil who is subject to expulsion pursuant to this subsection to an alternative education program pursuant to subsection E of this section if the pupil participates in mediation, community service, restitution or other programs in which the pupil takes responsibility for the threat. A school district or charter school may require the pupil's parent or guardian to participate in mediation, community service, restitution or other programs in which the parent or guardian takes responsibility with the pupil for the threat. For the purposes of this subsection, "threatened an educational institution" means to interfere with or disrupt an educational institution by doing any of the following:

1. For the purpose of causing, or in reckless disregard of causing, interference with or disruption of an educational institution, threatening to cause physical injury to any employee of an educational institution or any person attending an educational institution.
2. For the purpose of causing, or in reckless disregard of causing, interference with or disruption of an educational institution, threatening to cause damage to any educational institution, the property of any educational institution, the property of any employee of an educational institution or the property of any person attending an educational institution.
3. Going on or remaining on the property of any educational institution for the purpose of interfering with or disrupting the lawful use of the property or in any manner as to deny or interfere with the lawful use of the property by others.
4. Refusing to obey a lawful order to leave the property of an educational institution.

I. By January 1, 2001, each school district shall establish an alternative to suspension program in consultation with local law enforcement officials or school resource officers. The school district governing board shall adopt policies to determine the requirements for participation in the alternative to suspension program. Pupils who would otherwise be subject to suspension pursuant to this article and who meet the school district's requirements for participation in the alternative to suspension program shall be transferred to a location on school premises that is isolated from other pupils or transferred to a location that is not on school premises. The alternative to suspension program shall be discipline intensive and require academic work, and may require community service, grounds keeping and litter control, parent supervision, and evaluation or other appropriate activities. The community service, grounds keeping and litter control, and other appropriate activities may be performed on school grounds or at any other designated area.

J. Each school shall establish a placement review committee to determine the placement of a pupil if a teacher refuses to readmit the pupil to the teacher's class and to make recommendations to the governing board regarding the readmission of expelled pupils. The process for determining the placement of a pupil in a new class or replacement in the existing class shall not exceed three business days from the date the pupil was first removed from the existing class. The principal shall not return a pupil to the classroom from which the pupil was removed without the teacher's consent unless the committee determines that the return of the pupil to that classroom is the best or only practicable alternative. The committee shall be composed of two teachers who are employed at the school and who are selected by the faculty members of the school and one administrator who is employed by the school and who is selected by the principal. The faculty members of the school shall select a third teacher to serve as an alternate member of the committee. If the teacher who refuses to readmit the pupil is a member of the committee, that teacher shall be excused from participating in the determination of the pupil's readmission and the alternate teacher member shall replace that teacher on the committee until the conclusion of all matters relating to that pupil's readmission.

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Special Education

Copies of the Special Education Policy and Procedure Manual are available in the Principal's office.

Special education services are provided as indicated in a student's Individual Education Plan (IEP). Adjustments to curriculum and teaching methods are often used to enable a student to succeed in the regular education classroom setting. However, if the IEP team feels that alternative curriculum or classroom placement is appropriate, then a student may be assigned to the resource room for his/her primary instruction in a specific course.

Every effort is made to identify students with a past history of special education (such as receiving services in speech therapy, physical/occupational therapy, being labeled as learning disabled, emotionally disabled, Intellectual Disability, otherwise health impaired, attending resource classes...) Parent/students are encouraged to take the initiative to ensure that school staff are aware of a student's educational needs. After the previous district has been contacted and records are received, a meeting will be held with the student/parents to review the records and develop a new Individualized Education Plan. All special education records are available upon request. For returning special education students, a meeting will be held at least once a year to review progress and develop a new IEP.

Teachers are active participants in the assessment, development and implementation of all special education processes. Teacher's that have a direct interest in the student's education may access special education documents via the school's student information system or by requesting copies of hard files.

The district recognizes the students as individuals striving toward self-sufficiency. All students are encouraged to become self-advocates. Once a student turns 18, he/she has the right to make educational placement decisions for him/herself. While the parents will be invited to the meetings, the ultimate responsibility for decision making lies with the student.

Parents who feel that their child is struggling in a course are encouraged to set up a meeting with the teacher to discuss the situation. Interventions will be tried within the regular education setting prior to referring a student for further evaluation.

CHILD FIND POLICY & PROCEDURE

A. POLICY

Yuma Private Industry Council, Inc (YPIC) will ensure that all children with disabilities within the boundaries of the public education agency, including children with disabilities who are homeless or wards of the State, and children with disabilities attending private schools or home schools, regardless of the severity of their disability, and who are in need of special education and related services are identified, located, and evaluated.

B. PROCEDURES

Individuals with Disabilities Education Act (IDEA '04) 34 CFR §300.111 Child Find

- 1) YPIC will identify, locate, and evaluate all children with disabilities within their geographic boundaries who are in need of special education and related services.

This procedure includes a search for:

- a) Children who are homeless;
- b) Children who are highly mobile, including migrant children;
- c) Children who are wards of the state; and,
- d) Children who are attending private schools or home schools.

YPIC will identify, locate, and evaluate all children with disabilities within the population they serve who are in need of special education and related services.

- 2) Child find must also include children who are suspected of being children with a disability and are in need of special education, even though:
 - a) They are advancing from grade to grade or
 - b) They are highly mobile children, including those who are migrant children.
- 3) YPIC will maintain a record of children who are receiving special education and related services.

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C. AAC R7-2-401.C PUBLIC AWARENESS

- 1) Each public education agency shall inform the general public and all parents within the public education agency's boundaries of responsibility of the availability of special education services for students aged 3 through 21 years and how to access those services. This includes information regarding early intervention services for children aged birth through 2 years.
- 2) School districts are responsible for public awareness in private schools located within their boundaries of responsibility.

D. AAC R7-2-401.D CHILD IDENTIFICATION AND REFERRAL

- 1) Each public education agency shall establish, implement, and make available (either in writing or electronically) to its school-based personnel and all parents within the public education agency boundaries of responsibility, written procedures for the identification and referral of all children with disabilities aged birth through 21, including children with disabilities attending private schools and home schools, regardless of the severity of their disability.
- 2) Each public education agency shall require appropriate school-based personnel to review the written procedures related to child identification and referral on an annual basis. The public education agency shall maintain documentation of school-based personnel review.
- 3) Procedures for child identification and referral shall meet the requirements of the IDEA and its regulations, A.R.S. Title 15, Chapter 7, and the State Board of Education rules R7-2-401.
- 4) The public education agency responsible for child identification activities is the school district in which the parents reside unless:
 - a. The student is enrolled in a charter school or public education agency that is not a school district. In that event, the charter school or public education agency is responsible for child identification activities;
 - b. The student is enrolled in a nonprofit private school. In that event, the school district within whose boundaries the private school is located is responsible for child identification activities.
- 5) Identification (screening for possible disabilities) shall be completed within 45 calendar days after:
 - a. Entry of each preschool or kindergarten student and any student enrolling without appropriate records of screening, evaluation, and progress in school; or
 - b. Notification to the public education agency by parents of concerns regarding developmental or educational progress by their child (aged 3 years through 21 years).
- 6) Screening procedures shall include vision and hearing status and consideration of the following areas: cognitive or academic; communication; motor; social or behavioral; and adaptive development. Screening does not include detailed individualized comprehensive evaluation procedures.
- 7) For a student transferring in to a school, the public education agency shall review enrollment data and educational performance in the prior school. If there is a history of special education for a student not currently eligible for special education, or of poor progress, the name of the student shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services.
- 8) If a concern about a student is identified through screening procedures or through a review of records, the public education agency shall notify the parents of the student of the concern within 10 school days and inform them of the public education agency procedures to follow up on the student's needs.
- 9) Each public education agency shall maintain documentation of the identification procedures used, the dates of entry into school or the notification by parents made pursuant to subsection (D)(5), and the dates of screening. The results shall be maintained in the student's permanent records in a location designated by the administrator. In the case of a student not enrolled, the results shall be maintained in a location designated by the administrator.
- 10) If the identification process indicates a possible disability, the name of the student shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services. A parent or a student who has reached the age of majority may request an evaluation of the student. For parentally placed private school students, the school district within whose boundaries the nonprofit private school is located is responsible for such evaluation.
- 11) If, after consultation with the parent, the responsible public education agency determines that a full and individual evaluation is not warranted, the public education agency shall provide prior written notice and procedural safeguards notice to the parent in a timely manner.

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Section 504 of the Americans with Disabilities Act

The Educational Opportunity Center Charter High School abides by Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act (ADA) which prohibit discrimination on the basis of disability. The Educational Opportunity Center Charter High School shall comply fully with the nondiscrimination provisions of all federal and state laws by assuring that no person shall be denied admission to any public school in the District or be denied participation in, be denied the benefits of or be discriminated against in any curricular, co-curricular, pupil services, recreational or other program or activity because of the person's gender, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. The school is firmly committed to an educational environment that is free from discrimination and harassment in any form and maintains Pupil Nondiscrimination and Anti-Harassment Policies. Questions concerning the interpretation or application of policies shall be referred to the principal or the Operations Director, Yuma Private Industry Council 3810 W 16 Street, Yuma, Az 85364, Phone: 928-329-0990.

Parents or students that have reached the age of majority are required to produce validation of a student's physical or mental impairment when the impairment is beyond the parameters of assessments/evaluations that can legally be performed by public school personnel (i.e., medical evaluation(s), psychological evaluations, etc.) 34C.F.R. §104.35. A medical diagnosis of an illness does not automatically mean a student can receive services under Section 504, just as an impairment, in and of itself, is not a disability. The illness and/or impairment must substantially limit one or more life activities, as determined by a Section 504 team, in order to be considered a disability under Section 504.

Public Notice of Educational Rights of the Homeless

Homeless students are defined as lacking a fixed, regular and/or adequate nighttime residence, including:

- sharing the housing of others due to loss of housing or economic hardship
- living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations
- living in emergency or transitional shelters
- abandoned in hospitals
- awaiting foster care placement
- living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings
- living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings
- migratory children living in conditions described above

Homeless children have a right to be enrolled in their school of origin or to attend school in the area where they are living. A child cannot be denied enrollment due to lack of immunization records. A homeless student is entitled to transportation to his school of origin if that is what his parent or guardian requests. A homeless student is entitled to all the educational services and extracurricular opportunities that would be available to any other student living in the district.

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For help coordinating services for homeless youth in Yuma County please contact:

Amber Cygan
928-329-0990 extension 4001
Educational Opportunity Center
3810 West 16th Street
Yuma, Arizona 85364

2021/2022 School Wide Parent Involvement Policy

EOC Charter High School believes that parent involvement will enhance the success of the school and students. Parental participation is encouraged.

In conformance with Section 1118 of the Elementary and Secondary Education Act, the school and parents have developed this parent involvement policy. The policy, which outlines the schools common practices, is incorporated into the district plan and is available to parents and students.

The policy establishes the expectations for parent involvement, and commits the district and school to:

- Include parents in the development and ratification of the Parent Involvement Policy.
- Provide the coordination, technical assistance and other support necessary to assist the school in planning and implementing effective parent involvement.
- Build the school's and parents' capacity for strong parent involvement.
- Coordinate and integrate parental involvement strategies under Title 1 with parental involvement strategies under other programs.
- Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the policy in increasing the participation of parents and to identify barriers to greater participation of parents, particularly to parents who are considered to be low income, disabled, limited English proficient, limited literacy skills, or are of ethnic minority backgrounds.
- Use the findings of the evaluations in designing strategies for school improvement and in revising, if necessary, the parental involvement policy.

To implement this policy, the school and district will:

- At least once annually, convene a meeting, at a convenient time, to which parents are invited and encouraged to attend, discuss the parent involvement policy, its requirements and their right to be involved.
- Offer a flexible number and times for meetings between parents, teachers and administrators.
- Make available e-mail addresses of all staff.
- Involve parents in planning, review and improvement of school programs and functions.
- Provide parents of students in Title 1 programs timely information in regards to school performance and their student's performance. The school will assist with the interpretation of results, description and explanation of curriculum, forms of assessment and the proficiency levels expected.
- Maintain a website that highlights school programs and student accomplishments.
- Post the parent involvement policy on the school's website.
- Issue, upon orientation, a student handbook that explains school programs, policies and expectations, including the parent involvement policy.

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- School staff will notify households of student absences daily by phone. If notification can not be made by phone and repeated absences occur, staff will notify household by mail and by home visit in an attempt to establish communication with parents.
- The school will host an annual open house in which parents are invited and at which faculty, staff and administrators are present.
- Implement Individual Service Plans in which parents are active participants in their student's education.
- Notify parents on their student's performance of the statewide assessment test, district assessment and other normed referenced test.
- Require parents and students that are deemed independent to make a choice in writing, about whether they accept to comply with school policies, programs and strategies.
- Provide a packet that outlines each staff member's professional growth to include post high school coursework, professional goals and courses the teacher instructs.

The family and the school staff share responsibility for improving student success. The following outlines specific responsibilities of involvement for the family.

Family responsibilities:

- Ensuring student is punctual and attends school.
- Provide home environment that facilitates the completion of academic studies
- Communicate daily with student about school activities
- Attend conferences, orientations and activities the student is involved in.

List of School Committees:

School committees provide numerous opportunities for parents, board members and administrators to work in partnership with one another, to improve the various facets of the school. A brief outline of the committees is as follows:

Leadership Team: The Leadership Team is composed of teachers, school and district administrators, parents and students. This team reviews all aspects of the school and is the primary body which leads the school.

Parent Advisory Committee: The Parent Advisory Committee includes the parent representatives that hold a position on the leadership team and 3 other parents. The principal of the school holds an advisory role. In addition to coordinating events related to school culture; the parent advisory committee reviews federal, state and local programs that are utilized at the school.

Wellness Committee: The Wellness Committee consists of community members, school staff, school administrator, district administrator, parents and students. The School wellness committee assesses the school health environment, programs and policies. The committee identifies ways to strengthen the health of students and staff. The committee oversees the school wellness plan and provides feedback to the school regarding implementation of the wellness policies.

Committees are always looking for enthusiastic and dedicated parents and students. If you wish to serve on one of the committees, please contact the school.

Contact Information:

Brian Grossenburg
928-329-0990
bgrossenburg@ypic.com

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Yuma Private Industry Council Wellness Policy Statement:

The [Child Reauthorization Act of 2004](#) requires that every U.S. school district participating in the National School Lunch and/or Breakfast Program develop and implement a local “wellness policy” by the beginning of school year 2020-2021. The intent of this mandate is to help protect and improve child health through adequate levels of physical activity and good nutrition during the school day. Congress recognized that each community is unique and has different needs, and so required that the policies be developed on a district-by-district basis. In addition, the law requires parents, students, and representatives of the school food authority, the school’s Board of Education, school administrators, and representatives of the school food authority, the school’s Board of Education, school administrators, and the public to be involved in the policy development process. This process is intended to help ensure that school policies will be realistic, practical, and representative of each district’s needs and values.

YPIC WELLNESS GOALS

The primary goals of the agency’s wellness program are to increase student achievement; promote student, staff, and community health; address the growing concern of overweight and obese children; and facilitate learning of lifelong healthy habits. To achieve our goals requires a coordinated effort between all stakeholders who have a vested interest in the health of our students.

Guidelines were developed to address the following components of the Local Wellness Program:

1. Nutrition Education
2. Physical Education and Activity
3. Nutrition Guidelines
4. School-based Wellness
5. Measurement and Evaluation
6. Civil Rights and Confidentiality
7. NSLP Meal Pricing
8. NSLP Application Procedures if not Operating CEP
9. NSLP Procedures for Operating CEP
10. Financial Management and NSLP Reimbursement
11. Food Safety and Sanitation Inspections

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For a full copy of the agency's Wellness Policy visit the agency's website at ypic.com or request a copy from the school administrator.

Notice of Community Eligibility Program for School Meals:

Children need healthy meals to learn. **Yuma Private Industry Council** will be offering healthy to all students **at no cost** every school day in School Year 2021-2022. Your child(ren) will receive free breakfast and lunch meals every school day without having to pay a fee or submit a household application.

No further action is required of you. Your child(ren) will be able to receive free meals without having to pay a fee or submit an application.

Your child(ren)'s school is approved to operate **Community Eligibility Provision**. This means your child(ren) may be eligible to receive additional benefits, such as Pandemic-Electronic Benefit Transfer (P-EBT) without having to submit an application.

MY FAMILY NEEDS MORE HELP. ARE THERE OTHER PROGRAMS WE MIGHT APPLY FOR?

To find out how to apply for **Supplemental Nutrition Assistance Programs** or other assistance benefits, contact your local assistance office or call 1-855-432-7587.

If you have other questions or need help, call **928-329-0990 ext 4312**

THE RICHARD B. RUSSELL NATIONAL SCHOOL LUNCH ACT REQUIRES THE INFORMATION REQUESTED IN ORDER TO VERIFY YOUR CHILDREN'S ELIGIBILITY FOR FREE OR REDUCED-PRICE MEALS. IF YOU DO NOT PROVIDE THE INFORMATION OR PROVIDE INCOMPLETE INFORMATION, YOUR CHILDREN MAY NO LONGER RECEIVE FREE OR REDUCED-PRICE MEALS.

IN ACCORDANCE WITH FEDERAL CIVIL RIGHTS LAW AND U.S. DEPARTMENT OF AGRICULTURE (USDA) CIVIL RIGHTS REGULATIONS AND POLICIES, THE USDA, ITS AGENCIES, OFFICES, AND EMPLOYEES, AND INSTITUTIONS PARTICIPATING IN OR ADMINISTERING USDA PROGRAMS ARE PROHIBITED FROM DISCRIMINATING BASED ON RACE, COLOR, NATIONAL ORIGIN, SEX, DISABILITY, AGE, OR REPRISAL OR RETALIATION FOR PRIOR CIVIL RIGHTS ACTIVITY IN ANY PROGRAM OR ACTIVITY CONDUCTED OR FUNDED BY USDA.

PERSONS WITH DISABILITIES WHO REQUIRE ALTERNATIVE MEANS OF COMMUNICATION FOR PROGRAM INFORMATION (E.G., BRAILLE, LARGE PRINT, AUDIOTAPE, AMERICAN SIGN LANGUAGE, ETC.) SHOULD CONTACT THE AGENCY (STATE OR LOCAL) WHERE THEY APPLIED FOR BENEFITS. INDIVIDUALS WHO ARE DEAF, HARD OF

EOC Charter High School Student Handbook

HEARING OR HAVE SPEECH DISABILITIES MAY CONTACT USDA THROUGH THE FEDERAL RELAY SERVICE AT (800) 877-8339. ADDITIONALLY, PROGRAM INFORMATION MAY BE MADE AVAILABLE IN LANGUAGES OTHER THAN ENGLISH.

TO FILE A PROGRAM COMPLAINT OF DISCRIMINATION, COMPLETE THE USDA PROGRAM DISCRIMINATION COMPLAINT FORM, AD-3027, FOUND ONLINE AT http://www.ascr.usda.gov/complaint_filing_cust.html, AND AT ANY USDA OFFICE, OR WRITE A LETTER ADDRESSED TO USDA AND PROVIDE IN THE LETTER ALL OF THE INFORMATION REQUESTED IN THE FORM. TO REQUEST A COPY OF THE COMPLAINT FORM, CALL (866) 632-9992. SUBMIT YOUR COMPLETED FORM OR LETTER TO USDA BY: (1) MAIL: U.S. DEPARTMENT OF AGRICULTURE, OFFICE OF THE ASSISTANT SECRETARY FOR CIVIL RIGHTS, 1400 INDEPENDENCE AVENUE, SW, WASHINGTON, D.C. 20250-9410; (2) FAX: (202) 690-7442; OR (3) EMAIL: program.intake@usda.gov.

THIS INSTITUTION IS AN EQUAL OPPORTUNITY PROVIDER.

Los niños necesitan comida saludable para aprender. **Yuma Private Industry Council** estará ofreciendo alimentos saludables a todos los estudiantes sin costo alguno todos los días escolares en el año escolar 2021-2022. Su(s) hijo(a) recibirán desayuno y almuerzo gratis todos los días escolares sin tener que pagar una tarifa o presentar una solicitud para comidas gratis o a precio reducido.

No se requiere ninguna acción adicional de usted. Su(s) hijo(s) podrá participar en estos programas de comidas sin tener que pagar o presentar una solicitud.

La escuela de su(s) hijo(s) está aprobada para operar **Provisión de Elegibilidad Comunitaria**. Esto significa que su(s) hijo(s) pueden ser elegibles para recibir beneficios adicionales, como Transferencia Electrónica de Beneficios por Pandemia (P-EBT) sin tener que presentar una solicitud.

MI FAMILIA NECESITA MÁS AYUDA. ¿HAY OTROS PROGRAMAS PARA LOS CUALES PODEMOS SOLICITAR BENEFICIOS?

Para descubrir cómo aplicar para los programas de **Asistencia de Nutrición Suplementaria** u otros beneficios de asistencia, póngase en contacto con su oficina local de asistencia o llame al 1-855-432-7587.

Si usted tiene otras preguntas o necesita ayuda, llame al **928-329 – 0990 ext 4312**

De acuerdo con la ley federal de derechos civiles y el Departamento de Agricultura (USDA) reglamentos de derechos civiles y políticas, el USDA, sus Agencias, oficinas y empleados, y las instituciones que participan en o administran los programas del USDA de Estados Unidos tienen prohibido discriminar por motivos de raza, color, origen nacional, sexo, discapacidad, edad o represalia o venganza para actividades antes de los derechos civiles en cualquier programa o actividad llevada a cabo o financiada por el USDA.

Las personas con discapacidad que requieran medios alternativos de comunicación para la información del programa (por ejemplo, Braille, letra grande, cinta de audio, Lenguaje de Signos Americano, etc.) deben ponerse en contacto con la Agencia (estatal o local) donde solicitaron beneficios. Las personas sordas o con problemas de audición o discapacidades del habla pueden comunicarse con el USDA a través del Servicio de Retransmisión Federal al (800) 877-8339. Adicionalmente, la información del programa puede estar disponible en otros idiomas además del inglés.

Para presentar una queja de discriminación del programa, favor de completar el Formulario de USDA Queja de discriminación del Programa, AD-3027, que se encuentra en línea en http://www.ascr.usda.gov/complaint_filing_cust.html, y en cualquier oficina del

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USDA, o favor de escribir una carta dirigida USDA y favor de poner en la carta toda la información solicitada en el formulario. Para solicitar una copia del formulario de queja, llame al (866) 632-9992. Envíe el formulario completado o una carta al USDA por: (1) correo: Departamento de Agricultura, Oficina del Secretario Adjunto de Derechos Civiles, 1400 Independence Avenue, SW, Washington, DC 20250-9410 EE.UU.; (2) Fax: (202) 690-7442; o (3) Correo Electrónico: program.intake@usda.gov.

Esta institución es un proveedor de igualdad de oportunidades.

National School Lunch Program Civil Rights and Confidentiality Procedures

1. The Agency/School will not discriminate against any student because of his/her eligibility for free or reduced price meals.
2. The Agency/School will not discriminate against any student or any nutrition and food services employee because of race, color, national origin, sex, religion, age or disability.
3. The Agency/School will assure that all students and nutrition and food services employees are not subject to different treatment, disparate impact or a hostile environment.
4. Established Agency/School procedures will be followed for receiving and processing civil rights complaints related to applications for NSLP and SBP benefits and services, and employment practices with regard to the operation of its NSLP and SBP. The Agency/School will forward any civil rights complaint regarding the Agency/School's nutrition and food services to ODE's civil rights coordinator within three days of receiving the complaint.
5. The Agency/School will make written or oral translations of all nutrition and food services materials available to all households who do not read or speak English.
6. The Agency/School will maintain strict confidentiality of all information on the confidential application for free and reduced price meals, including students' eligibility for free or reduced price meals and all household information. The Agency/School's NSLP and SBP operators are not required to release any information from a student's confidential application for free or reduced price meals. No information may be released from a student's confidential application for free or reduced price meals without first obtaining written permission from the student's parent or legal guardian/adult household member signing the application, except as follows:
 - a. An individual student's name and eligibility status may be released without written consent only to persons who operate or administer federal education programs; persons who operate or administer state education or state health programs at the state level; persons evaluating state, education assessment; or persons who operate or administer any other NSLP, SBP, SMP, Summer Food Service Program (SFSP), Child and Adult Care Food Program (CACFP) or the Food Stamp Program;
 - b. Any other confidential information contained in the confidential application for free and reduced price meals (family income, address, etc.) may be released without written consent only to persons who operate or administer NSLP, SBP, CACFP, SFSP and the Special Supplemental Nutrition Program for Women, Infants and Children (WIC); the Comptroller General of the United States for audit purposes; and federal, state or local law enforcement officials investigating alleged violation of any of the programs listed above.

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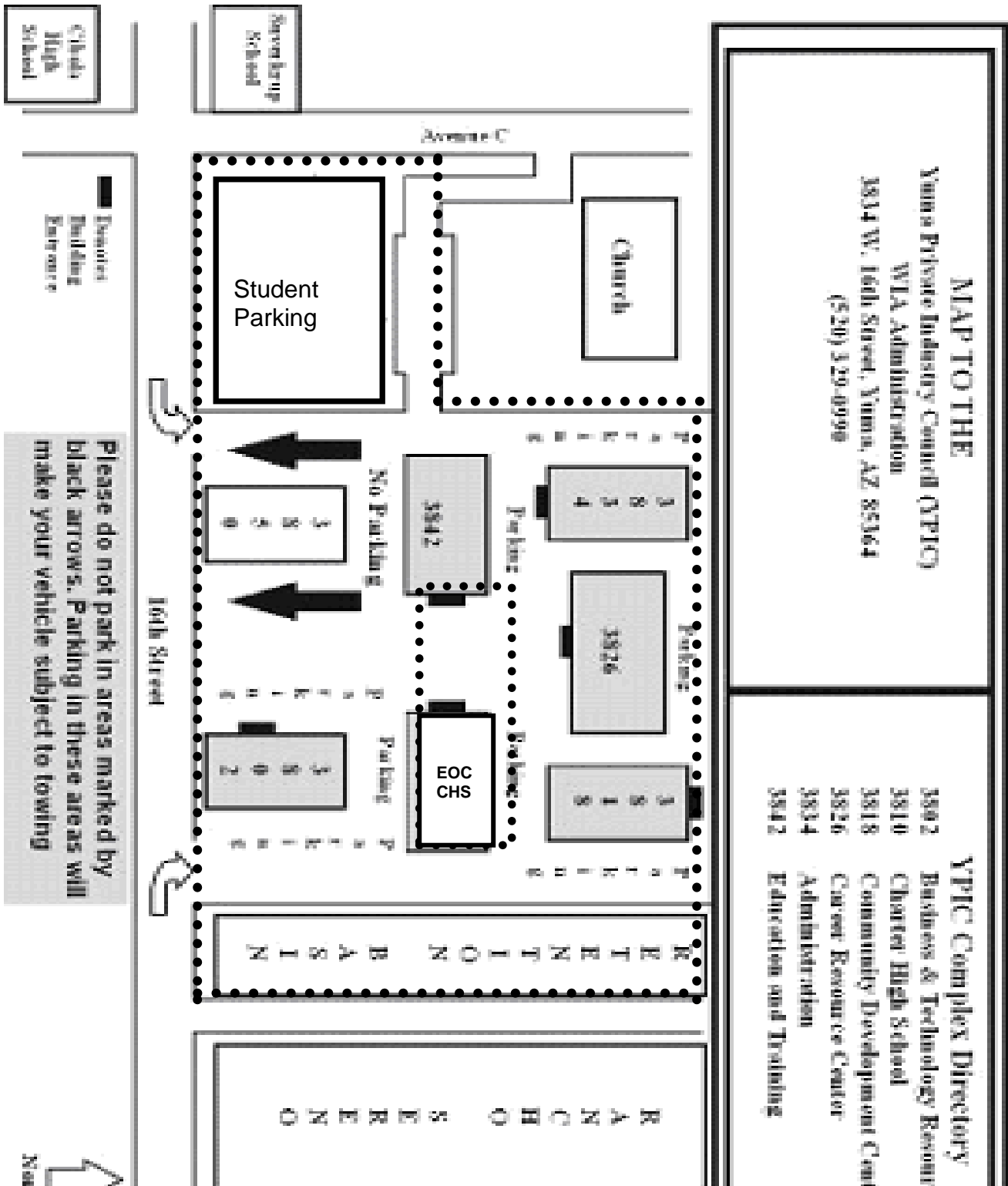
The U.S Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), found online at www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov.

Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish).

USDA is an equal opportunity provider and employer.

Declaración de no discriminación: Explica qué hacer si cree que lo han tratado de manera injusta. "De conformidad con el derecho federal y con la política del Departamento de Agricultura de EE.UU., se prohíbe a esta institución discriminar por motivos de raza, color, nacionalidad de origen, sexo, edad, o discapacidad. Para presentar una queja por discriminación, escriba a USDA, Director, Office of Adjudication, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410, o llame gratuitamente al (866) 632-9992 (voz). Las personas con impedimentos de audición o discapacidades del habla se pueden comunicar con el USDA por medio del servicio de retransmisión federal (Federal Relay Service) al (800) 877-8339 o al (800) 845-6136 (en español). El USDA es un proveedor y empleador que ofrece igualdad de oportunidades para todos".



1. Smoking is not permitted on school campus (East of Ave C; North of 16th Street; West of Rancho Sereno; South of North Wall) at any hour.
2. At lunch students are permitted in building EOC CHS, the North Side of building EOC CHS, and between buildings 3842 and EOC CHS.
3. During school hours, students must receive permission to go to other buildings or parking lots.

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**Educational Opportunity Center
Charter High School
Title I: School Wide
School-Parent-Student Compact**

This agreement constitutes the responsibilities of the school, parent, and student. Actions of all parties are necessary for successful completion.

General Responsibilities

School Responsibilities

- The school will take every action necessary to ensure a safe and productive environment.
- The school will consistently use effective researched practices for instruction. We will provide a high quality curriculum with immense support.
- The school will inform students and families of events that are pertinent to the success of the student. Such events include attendance, grades, behavior incidences, assessment results, and other situations that effect the education of the student. The school will welcome visits by parents on any occasion to ensure open communication.
- The school will teach necessary behaviors and routines that are crucial for school success.
- The school will evaluate all staff to ensure effective methods of instruction, guidance and management are being utilized consistently.
- The school will provide public transportation (YCAT) to and from school as a privilege to the student and family.
- The school will provide parents a systematic way to solve grievances or recommend changes to school programs and components.
- The school will provide students with a format in which school governance receives representation by students.

Parent/Guardian Responsibilities

- Ensuring student is punctual and attends school.
- Provide home environment that facilitates the completion of academic studies
- Communicate daily with student about school activities
- Attend conferences, orientations and activities the student is involved in.

Student Responsibilities

- Students will be on time in their assigned seat daily.
- Students will demonstrate behaviors listed on “Behaviors skills to Teach and Model”.
- Students will follow rules listed on “Hornet Rules”.
- Students will follow special rules established by classrooms.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

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Compliance Page

Please initial each area to verify that you have read, understand and comply with the expectations and guidelines outlined in each section:

Parent	Student	
_____	_____	I have read, understand and comply with the enrollment guidelines and Academic Progress Policy.
_____	_____	I have read, understand and comply with Requirements for Graduation.
_____	_____	I have read, understand and comply with the Attendance Policy, Tardy Policy and Perfect Attendance Policy.
_____	_____	I have read, understand and comply with the Instructional Procedures; Mandatory Tutoring; Policy on Student Parking; and Telephone Messages
_____	_____	I have read, understand and comply with the Transportation guidelines.
_____	_____	I have read, understand and comply with the Behavior Skills and School Rules.
_____	_____	I have read, understand and comply with the Suspension; Alternative to Suspension; and Detention Policy
_____	_____	I have read, understand and comply with the discipline procedures .
_____	_____	I have read, understand and comply with the guidelines set forth for Personal Appearance; Restroom Procedures and Cell Phone policy.
_____	_____	I have read, understand and comply with all Policies outlined in the following headings: Closed Campus; Visitors; Aggression; Intimidation; Damaging Property; Food/Drinks; Cheating; Sleeping in Class; Lending/Borrowing Items; Personal Items; Providing False Statements; Creating False Alarms; Disruptive Behavior; Interpersonal Relationships
_____	_____	I have read, understand and comply with the policy regarding Use of Police and Serious Offenses
_____	_____	I have read, understand and comply with the policy regarding bullying and harassment
_____	_____	I have read, understand and comply with the language outlined in the document "Computer/Internet Usage Agreement and Release of from Liability."
_____	_____	I have read, understand and comply with the policy on search students and student property.
_____	_____	I have read, understand and comply with the Typical Consequences for Inappropriate Behavior.
_____	_____	I have read, understand and comply with the Hearing and Appeal Process
_____	_____	I have read, understand and comply with the regulations established by State of Arizona in Revised Statutes 15-841 regarding student behavior and discipline
_____	_____	I have read, understand and comply with all sections and policies established in the handbook and understand that the student listed on this page will be held accountable based on the policies established in this handbook.

Student and parent must sign below after discussing contents of the Student/Parent Handbook. By signing, you agree to abide by all of the regulations and Policies set forth in the handbook.

Parent: _____ ***Date:*** _____

Student: _____ ***Date:*** _____

Please Print Student Name Here: _____

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2022/2023 Calendar and Bell Schedule

<p>4 Independence Day 27 Teacher's Return</p> <p>QTR start/end No students Holiday</p>	<p>JULY '22</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							<p>JANUARY '23</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S						6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					<p>4 Winter Break ends 5 Q3 Begins 16 M.L. King Day 18 100th Day</p> <p>(18 School Days)</p>							
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<p>6-7 Finals 7 Q1 Ends 10 Columbus Day 11 In Service 12 Q2 Begins</p> <p>(19 School Days)</p>	<p>OCTOBER '22</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						<p>APRIL '23</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							<p>3-10 Spring Break 7 Good Friday 9 Easter Sunday</p> <p>(14 School Days)</p>
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<p>11 Veterans Day 23-25 Thanksgiving Break 24 Thanksgiving Day</p> <p>(18 School Days)</p>	<p>NOVEMBER '22</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				<p>MAY '23</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				<p>23-24 Finals 24 Q4 Ends 25 Graduation 29 Memorial's Day</p> <p>(18 School Days)</p> <p>90 Student Days</p>														
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<p>15-16 Finals 16 Q2 Ends 19 Winter Break Begins 30 New Year observed</p> <p>(12 School Days)</p> <p>91 Student Days</p>	<p>DECEMBER '22</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </tbody> </table>	S	M	T	W	Th	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	<p>JUNE '23</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		<p>1 Last Teacher Day</p>														
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Monday through Thursday Schedule

Activity	Time
Breakfast	7:45 – 8:10
Period 1	8:15 – 9:40
Period 2	9:47 – 11:17
Lunch	11:17 – 11:42
Period 3	11:42 – 1:07
Period 4	1:14 – 2:50

Friday Schedule

Activity	Time
Breakfast	7:30 – 8:10
Period 1	8:15-9:15
Period 2	9:21- 10:21
Period 3	10:27 – 11:27
Period 4	11:33 – 12:33
Lunch	12:33